

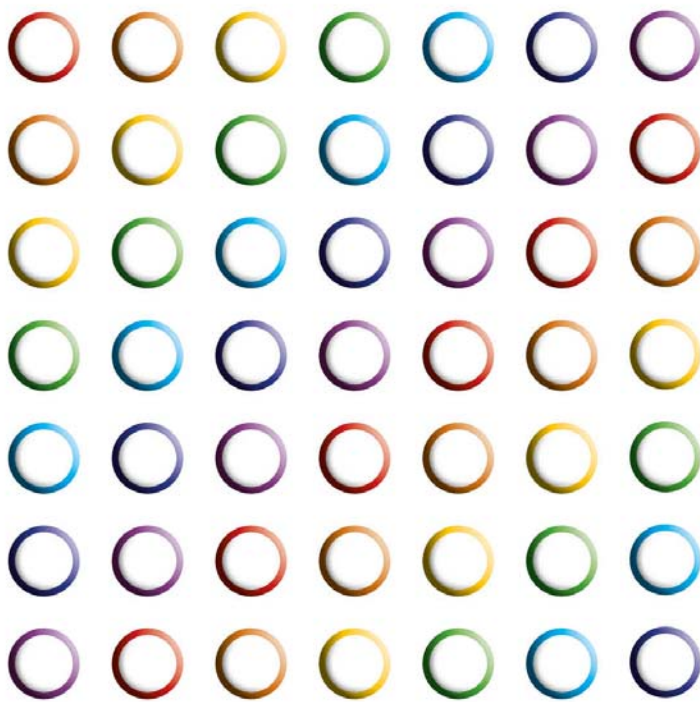


HERRICK PRIMARY SCHOOL

Safeguarding & Child Protection Policy

Includes:

- Whistleblowing Policy ~ Anti-Bullying & Cyber-Bullying Policy
- Prevent / Terrorism Policy ~ Anti-Harassment – Pupils Policy
- Safer Recruitment Policy ~ Peer to Peer Policy
- Managing Allegations in Schools Policy



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S Martin (Chair of Governors)		Signed:	Sept 21	

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Safeguarding staff members of Herrick Primary School

Steve Martin – Chair of Governors

Gill Smart – Safeguarding Lead governor



Arzu Aydin – Designated Safeguarding Lead

Umesh Patel – Deputy Designated Safeguarding Lead

Shani Kaur – Deputy Designated Safeguarding Lead

Arzu Aydin – Designated Teacher for Looked After Children

Monica Mehta – Designated Teacher for Mental Health

Jude Atkinson – Local Authority Designated Officer

Bijal Stapleford EWO – Attendance Officer / Welfare Officer

1. Introduction

1.1 HERRICK PRIMARY SCHOOL fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child** (KCSIE 2020). The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of **'it could happen here'** where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

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

1.2 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. HERRICK PRIMARY SCHOOL is committed to safeguarding and promoting the welfare of all its students and. We believe that:

- All children/young people have the right to be protected from harm &
- Children/young people need to be safe and to feel safe in school;
- This means our staff consider, at all times, what is in the best interest of the children/ young people
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- The staff within our school are prepared to identify children and young people who may benefit from Early Help intervention
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 HERRICK PRIMARY SCHOOL will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)

- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Partnership Board (LSCPB)
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003/Updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff¹ believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2 Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare and mental health by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

¹ 'Staff' Covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention
- Work within the curriculum raising awareness of and promoting safeguarding, on and off line, to our children/young people.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3 Key processes

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Board (LSCPB), Multi Agency Child Protection/Safeguarding Procedures*; (<https://llrscb.proceduresonline.com/>), in addition to the statutory requirements as outlined in 1.3.

4 Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information using school procedures whether electronic (CPOMS) or in paper form

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document ie revised annual policy.

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and off line, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'

The school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child.

5 Extended school and before and after school activities

5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

6 Procedures

6.1 HERRICK PRIMARY SCHOOL will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff complete a Safeguarding Training course (including Prevent) which is renewed every 2 years (when expires). This is in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- HERRICK PRIMARY SCHOOL is committed to safer recruitment as outlined in Keeping Children Safe In Education 2020. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by U Patel, Headteacher. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.

- All governors / proprietors / trustees will undergo a DBS check and a S128 check as outlined in Keeping children safe in education 2020
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body / Proprietors / Trustees.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused'², Keeping Children Safe in Education 2020 Part 1 and Annex B³, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).⁴

7 Responsibilities

7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If the concerns is in regards to the conduct of a staff member the report is made to the Headteacher. If the concerns is regarding the Headteacher then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (*Appendix 6 – Schools Whistleblowing procedures*). + LA, LADO & DSL contacts.

7.3 All staff will be versed in our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support - All concerns are reported to the DSL and EWO for any action to be taken.

8 Designated Safeguarding Lead (DSL) – Roles and Responsibilities⁵

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

⁴ <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf Annex B, Role of Designated Safeguarding Lead

8.1 Keeping Children Safe in Education September 2020, Annex B, outlines specific responsibilities of the DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety). Their key areas of responsibilities include:-

Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- Support staff who make referrals to local authority
- The Channel programme where there is a radicalisation concern and support staff with this
- Cases in relation to allegations against staff members to LADO including disclosure and barring
- Cases where any crime may have been committed to the Police

Work with Others:

- Act as a point of contact with the 3 safeguarding partner
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Undertake Training:

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- Understand the assessment process for providing early help and intervention including local authority referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference, attend and contribute effectively
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations including GDPR
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the school or college with regards to the requirements of the Prevent duty and undertake Prevent Awareness Training
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- Ensure the school or college's child protection policies are known, understood and used appropriately
- Ensure the school or college's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- Link with the local LSCPB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including those with a social worker are experiencing

Child Protections Files

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available on school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

8.2 Roles and responsibilities of the Headteacher The Headteacher of Herrick Primary will ensure that:

- The policies and procedures adopted by the governing body/ proprietors/ trustees are fully implemented, and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body annually and that relevant policies are available publicly either via the school website, parents evening, or by other means.
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later **than every 5 years**; and that at least 1 member of the Governing body proprietors/ trustees has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a

statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare

- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2020, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo and attend annual Whole School Safeguarding Training (INSET)
- All staff are made aware of their right to Whistleblow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (Appendix 6)

8.3 Roles and responsibilities of the Governing Body - The Governors of Herrick Primary will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website www.herrick.leicester.sch.uk - Our School box – Safeguarding.
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCPB, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body / proprietors/ trustees nor individual governors / trustees will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body / proprietors/ trustees are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body / proprietors/ trustees discharges its duties regarding safeguarding and child protection.

- There is an individual member of the governing body / proprietors/ trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body / proprietors/ trustees, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2020).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment Training and that training is regularly refreshed
- That the Chair of the governing body / proprietors/ trustees completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner

9 Supporting Children

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help for various reasons and their experiences of trauma and abuse can lead them to becoming more vulnerable or educationally disadvantaged. When receiving information from the Local Authority that a child has a social worker, our DSL will use this information so that decisions can be made in the best interest of a child's safety and welfare, as routine. Our DSL, where appropriate, will share information accordingly with relevant partner agencies to safeguard and promote the physical and mental health wellbeing of any child. In addition to this;

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

9.1 Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Identifying children who are in need of extra mental health support which includes working with external agencies
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically, mentally and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored

- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The school will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education

10 Confidentiality

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.

10.4 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, duty & Advice Service.

11 Supporting Staff

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium – copy available in T Drive).⁶ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

⁶ <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

11.4 We recognise that DSL's should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCP B

12 Allegations against staff

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

12.2 All staff including supply staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

12.3 All staff including supply staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2019⁷

12.4 All staff as part of their annual safeguarding training will receive E Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff;

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCP B Procedures (http://llrscb.proceduresonline.com/chapters/p_alleg_staff.html) and the School's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, Jude Atkinson, LADO - without notifying the Headteacher first. (0116 454 2440)

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCP B/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our school staff including supply staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

⁷ <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

12.14 Our school staff including supply staff and volunteers understand their responsibilities in raising an allegation against another staff member; following local authority and LSCP guidance and procedures

13 Whistleblowing

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. (Appendix 6)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

14 Our role in the prevention of abuse

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

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of *'it could happen here'*
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, mental/physical health, e-safety and bullying.
- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT and E Safety (includes online and offline safety)
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

15 Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy⁸ and (Revised Prevent Duty Guidance 2015⁹), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

⁸ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

⁹ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Herrick Primary School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Herrick Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 Herrick Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

15.5 **Risk reduction** - Herrick Primary School has a diverse mix of religions and cultures. Our major faith groups are Hindu, Sikh and Muslim. We promote respect through our JIGSAW PSHEC programme and Herrick Character. We follow the 'Channel' programme which is a partnership approach to protecting vulnerable people from being drawn into terrorism and violent extremism. Staff are vigilant for any signs which might indicate that children are exposed to the messages of violent extremism or terrorism.

15.6 The school governors, the Headteacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15.9 Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

16 Contextual Safeguarding and Extra Familial Abuse (Child Criminal Exploitation)

16.1 CCE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents and CCE can be associated with factors outside the school and/or can occur between children outside of these environments.

Herrick Primary School including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur and will consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means DSL staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools are able to provide as much information as possible as part of the referral process to Childrens Social Care as necessary. Environmental factors within Contextual Safeguarding include but not exclusive.

17 County Lines

17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

17.2 Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

17.3 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

18 Serious Violence, Gang Violence & Youth Crime

18.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

18.2 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

18.3 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19 Knife Crime

19.1 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

20 Child Criminal Exploitation and Cybercrime Involvement

20.1 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

21.1 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 17.1 of this Policy.

22 Modern Slavery & Trafficking

22.1 Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2 Human trafficking;

22.3 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

23 Child on Child Sexual Violence and Sexual Harassment (Peer on Peer Abuse)

KCSIE 2020, Part 5 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse/ Child on Child Sexual Violence and Sexual Harassment is outlined in section 18.3 of this Policy.

24 Children and the court system

24.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

24.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

25 Children with family members in prison

25.1 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

25.2 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

25.3 Approximately 200,000 children have a parent sent to prison each year and as such, Senior leaders will support children and their family members if children from our school have family members in prison. In such cases, Herrick Primary School will remain non judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent or carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

26 Homelessness

26.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26.2 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

26.4 Furthermore, Herrick Primary School staff also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

26.5 Safeguarding CYP is a local and national priority and within Herrick Primary School, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could productionally harm our children and young people;

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities, mental health and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young peoples needs
- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

26.6 As Herrick Primary School staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2020. These are outlined in **Appendix 1**.

27 Other Forms of Abuse and neglect

27.1 **Child Sexual Exploitation (CSE) & Trafficking.** CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

27.2 Herrick Primary School staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse.

Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the

purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹⁰ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

27.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

27.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCP B Leaflets¹¹, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters¹² that the DSL has attended.

27.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹³ available on the LSCP B website.

27.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

27.8 Grooming & Sexting can also form part of CSE both online and offline

27.9 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

27.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation¹⁴.

Grooming Models include;

- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

27.11 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

27.12 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos.

It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

¹⁰ <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

¹¹ <http://www.lcityLSCP B.org/information-for-practitioners/safeguarding-topics/child-criminal-exploitation-child-sexual-exploitation-trafficking-missing/>

¹² <http://www.childrenworkforcematters.org.uk>

¹³ <http://www.lcityLSCP B.org/information-for-practitioners/safeguarding-topics/child-criminal-exploitation-child-sexual-exploitation-trafficking-missing/>

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

Herrick Primary School takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Herrick Primary School has a duty of care to inform the Police and Childrens Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_PDF

27.13 Herrick Primary School staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

27.14 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

28 Child on Child Sexual Violence & Harassment including Peer on Peer Abuse/Children using Harmful Sexual Behaviour Behaviour¹⁵ (HSB)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- Upskirting
- initiation/hazing type violence and rituals

28.1 Sexual violence and sexual harassment¹⁶ can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

28.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

28.3 Herrick Primary School takes Peer on Peer abuse/Child on Child Sexual Violence & Harassment seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

28.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

^{15&17} https://lrrscb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

¹⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

28.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

28.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

28.7 Our school also refers to the LSCPB procedures¹⁷ which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2020 (Part 5) also makes reference to child on Child Sexual Violence & Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29 Upskirting

29.1 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. Its often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. Mrs A Aydin (DSL), take these types of incidents seriously and our staff are aware of the law against 'Upskirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

29.2 At Herrick Primary School, all our staff are aware of the importance of:

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

29.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCPB Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

30 Domestic Violence and Abuse & Violence between young people (Teen relationships)

30.1 The cross-government definition of domestic violence and abuse is¹⁸:

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

- psychological
- physical

¹⁷ https://lscpb.proceduresonline.com/p_sexually_harm_behav.html?zoom_highlight=children+using+abusive+behaviour

¹⁸ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

- sexual
- financial
- emotional

30.2 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their mental health and wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

30.3 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC¹⁹, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

30.4 If Herrick Primary School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

30.5 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

30.6 Furthermore, involvement through Operation encompass and Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

31 Child Missing From Education

31.1 A Child Missing From Education forms part of the wider LSCP procedures²⁰ for children who go missing from School, Home, Care Education and includes Families who go missing.

31.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

31.3 Should a pupil go missing from Herrick Primary School our Attendance Officer Mrs S Beeby, will inform the DSL/SLT and contact the Educational Welfare Service.

The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

¹⁹ <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

²⁰ <https://llrscb.proceduresonline.com/index.htm>

31.4 At Herrick Primary School if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

31.5 We will notify All relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

32 Honor based Abuse (HBA)

32.1. Honour-based Abuse is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

32.2 HBA can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

33 Female Genital Mutilation

33.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

33.2 Definition of Female Genital Mutilation²¹ (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on 27 August 2019, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

33.3 As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at Herrick Primary School are aware of such concerns, staff will, in the first instance, report their concerns to the DSL and/or Headteacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Childrens Social Care.

²¹ FGM Revised Guidance July 2020 - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

33.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

33.5 Furthermore, our school staff are aware that guidance on FGM has been updated in July 2020 and the guidance is available to all staff.

34 Forced Marriage

34.1 A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

34.2 The Governments definition of a Forced Marriage²² is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

34.3 Herrick Primary School staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

34.4 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

34.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Abuse will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

35 Abuse linked to faith, beliefs and culture

35.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

²² <https://www.gov.uk/guidance/forced-marriage>

35.2 Whilst this is not an exhaustive list, Herrick Primary School recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

35.3 If the school has been made aware of such a case, the school will follow LSCPB procedures and where appropriate, report the incident to Children Social Care and/or the Police.

35.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

36 Early Help and Supporting Children and their Families

36.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the early years through to the teenage years.

36.2 At Herrick Primary School, key staff members and DSL's have attended our LSCPB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

37 Bullying and Safeguarding

37.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

37.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

37.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

37.4 Herrick Primary School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website www.herrick.leicester.sch.uk - Our School box – Key policies – Anti-Bullying Policy, and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

37.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Childrens Social care or the Police especially in relation to illegal activity.

38 Local Priorities

38.1 Within Leicester City, the Local Authority and LSCPB has have their own priorities which reflect the area in which Herrick Primary School is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

38.2 Within our local community area, our priorities are:

- Obesity
- Domestic violence
- Well-being (mental health)

38.3 Our SLT, DSL's and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

39 Private Fostering

39.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

39.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

39.3 Herrick Primary School staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Childrens Social Care, they are made aware of such cases.

Herrick Primary School understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

40 Online safety

40.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or

college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

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

40.2 Education - The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will teach children how to safe online using the government guidance²³ and other resources.

40.3 Filtering and monitoring The school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

40.4 Staff training The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

41 What we do when we are concerned about a child?

41.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

41.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

41.3 The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and
The school will review the situation after taking appropriate action to address the concerns.

41.4 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

²³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

41.5 In addition to the above, our School staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

42 Policy review

The Governing Body of our school will review the Safeguarding and Child Protection Policy annually.

43 Other Relevant Policies

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

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Whistleblowing Procedures (Appendix 6)

The above list is not exhaustive and when undertaking development or planning of any kind Herrick Primary School and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

44. Useful contact numbers and links

Leicestershire Police	999 / 0116 222222
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education (LCC) Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Board (LSCPb) http://www.lcityLSCPb.org/	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fm@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nspcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links
www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. 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); or
Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCPB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCPB have developed a *Neglect Toolkit* to support practitioners identify neglect earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it.

<http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

2. 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;

- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks; burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or Isolation from peers.

3. 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness; refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children to feel frightened or in danger, or the exploitation / corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

6. SEXUAL HARRASSMENT & SEXUAL VIOLENCE²⁴

Sexual violence: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the

impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. SEND CHILDREN (Special Educational Needs and Disabilities)

Herrick Primary School is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, eg. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child

- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Herrick Primary School has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCP Procedures²⁵ on line. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

²⁵ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 6)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. Our school staff (including supply staff and volunteers) understand they have a duty care to raise any concerns or allegations made about another member of staff who pose a risk of harm to children.

3. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.

4. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

5. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCPB Website and refer to your Whistleblowing Procedures (Appendix **).

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental 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.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have left their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues; and
 - Joining or seeking to join extremist organisations; and

- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX 6 - WHISTLEBLOWING POLICY



Whistleblowing Policy

Reporting Illegal or Improper Conduct



Why do we have a Whistleblowing Policy?

Employers are recommended to develop a clear and accessible Whistleblowing Policy under the Public Interest Disclosure Act 1998.

Such a Policy is valuable as, although Herrick Primary School prides itself on acting with high standards of conduct and providing quality services to the community, sometimes there may be a lapse, or the suspicion of a lapse, in these standards. The simple fact is that an employee may suspect something is going wrong long before anyone else finds out about it: in the worst case, this may not be until an accident has happened or serious damage has been caused.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away. It is natural that you may feel unable to express your concerns out of a feeling of disloyalty, however, such feelings must never result in a potentially illegal or dangerous situation going unreported. This particularly applies where the welfare of children may be at risk: all staff have a duty to report any child protection concerns to their school's designated person for child protection - make sure you know their name.

Remember, it is often the most vulnerable children or young people who are targeted: they need someone like you to safeguard their welfare.

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

What is a Whistleblowing Policy?

'Whistleblowing' has been described as "providing a safe alternative to silence" (Public Concern at Work). It is the mechanism for you to voice your concerns without fear of repercussion, even if the concern later proves to be unfounded. When you raise a concern via this route, this is known as making a 'disclosure'.

The Whistleblowing Policy explains how to raise a concern and outlines the protection and support available to you. The existence of this Policy does not in any way lessen the school's commitment to promoting a general climate of openness and co-operation where there is opportunity for discussion about difficulties, concerns and problems with management. Rather it is there for occasions when you feel unable to raise a concern through this route, or when this would not be appropriate.

The Policy covers and protects all employees. if you have any questions please speak to the Headteacher. All staff are made aware of the Policy through the Staff Handbook which is reviewed every academic year.

Whistleblowing generally involves a concern about a danger or illegality that affects others, such as members of the public or your employer. Although on occasion there may be some overlap between a whistleblowing concern and a grievance, for example, a health and safety matter where the risk affects you and others, concerns about a situation affecting you personally should generally be raised via the Grievance Procedure.

What Kind of Disclosures are Covered?

Although this is not an exhaustive list, whistle-blowing disclosures tend to involve one or more of the following:

Deficiencies in the care, or abuse, of children or young people;

A criminal act that has been, is being, or is likely to be committed, including damage to the environment, unauthorised use of public funds and possible fraud and/or corruption;

Someone has failed, is failing, or is likely to fail, to comply with legal obligations;

Health and safety risks, including risks to the public, children/young people and other employees;

- Inappropriate or improper conduct;
- Other unethical conduct;
- Serious failure to comply with appropriate professional standards;
- Breach of local procedures or statutory codes of practice;

Reasons for Whistleblowing:

- We all have an individual responsibility for raising concerns about unacceptable practice or behaviour;
- We could prevent the problem worsening or widening;
- We may be able to protect or reduce risks to others;
- To prevent becoming implicated yourself;

What stops people from Whistleblowing?

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

How to raise a concern:

You are recommended to approach your Trade Union/Professional Association for advice and support, which may include inviting them to raise the concern on your behalf.

Approach your Line Manager or Headteacher, if you would feel more comfortable you can ask to meet with them away from the school premises. They will consider whether the issue can be resolved informally.

You should be making the disclosure in good faith. The Public Interest Disclosure Act 1998 defines 'good faith' in the context of Whistleblowing as "the reasonable belief that the allegation is substantially true and that it is not made for personal gain".

Voice your concerns, suspicions or uneasiness as soon as you can: the earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.

Ideally put your concerns in writing (using the form provided at [Appendix 2](#)), outlining the background and history, giving names, dates and places where you can.

If your concern is about your Headteacher, or you feel you need to formally raise it with someone outside the school, contact the Chair of Governors.

If you feel you need to take your concern to a Regulatory body (for example, Ofsted), or to a relevant external organisation/individual please see the contact details at [Appendix 4](#). The conditions for making a disclosure to a Regulatory Body/External Organisation are:

You reasonably believe you would suffer detriment if you made the disclosure to your Headteacher or the Local Authority,

You reasonably believe the evidence is likely to be concealed or destroyed;

You have already made the disclosure to your Headteacher or the Local Authority and you are dissatisfied with the response.

The Local Authority is actively pursuing the possibility of including in this Policy the provision to place disclosures before a committee of elected members if an individual is dissatisfied with the response from their Headteacher or the Local Authority.

You are not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

You may invite your Trade Union/Professional Association representative or a work colleague to be present during any meetings/interviews in connection with the concerns you have raised. Should your Trade Union/Professional Association representative raise the concern on your behalf, they will be automatically afforded the same protection from detriment (see “How are you protected?”

As far as is within your control, make sure you get a satisfactory response - don't let matters rest.

Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect you.

Be aware that malicious or vexatious allegations may be considered as a disciplinary offence. The Concise Oxford Dictionary defines ‘malicious’ as “characterised by malice; intending to do harm” and ‘vexatious’ as “Law (of an action) brought without sufficient grounds for winning, purely to cause annoyance to the defendant”. Such allegations can cause serious difficulties for innocent individuals. The Public Interest Disclosure Act 1998 does not exclude the possibility of workers being sued by individuals for defamation in connection with any disclosures they make.

This process is summarised as a Flowchart at [Appendix 1](#).

What happens next?

Preliminary inquiries may be made to help decide how best to respond in the public interest. Depending on the nature of the issue raised, the response may be one or more of the following:

management investigation	internal audit investigation	disciplinary investigation
referral to the police	referral for consideration under another Council procedure	
referral to the District Auditor	an independent investigation	amend procedure
no action due to lack of sufficient evidence		

You should be given information on how the matter is likely to be dealt with within 10 working days of making the disclosure (so far as legally possible and subject to rights of confidentiality).

You will be informed of the outcome of the investigation and any action that has been taken to resolve the matter (so far as legally possible and subject to rights of confidentiality).

If you are dissatisfied with the response, you may take the matter further with the Local Authority Investigations Team or the persons/organisations.

How are you protected?

Herrick Primary School has a responsibility to protect you from any detriment as a result of making a disclosure in good faith, particularly from disciplinary action, dismissal, harassment or victimisation.

Fulfilling that responsibility includes treating the disclosure confidentially, one aspect of which may involve protecting your identity. Any victimisation or harassment either in an attempt to deter an individual from making a disclosure, or following a disclosure, will be considered gross misconduct and may lead to dismissal. No disciplinary action will be taken against you if the concern proves to be unfounded and was raised in good faith.

If you want your identity to remain confidential, this will be observed as far as possible. Should it not be possible to resolve a concern without revealing your identity (for example, because your evidence is needed in court or in a subsequent internal disciplinary hearing), a discussion will be held with you about whether the matter should be taken forward and, if so, how this will be done and how to best protect your interests.

Anonymous disclosures will be considered to the extent that it is reasonable and practicable to do so, although the need to confirm or follow up evidence may make this difficult.

The decision to Whistle blow can be difficult and stressful: advice and support is available from your Phase Leader or Headteacher. In addition, support is available from the Local Authority's Counselling Service Provider.

It is your right to remain in your current post. Leicester City Council will work with Herrick Primary to make every possible effort to ensure that this takes place. If you feel unable to remain in your role during the investigation, every effort will be made to transfer you to an appropriate alternative.

The Local Authority Monitoring Officer Responsible for?

Confirming representatives who will be responsible for actions as outlined in this Policy

Ensuring records of all disclosures are made and their outcomes recorded and reporting as appropriate and necessary to the relevant people.

LA Contact	Mohammed Patel	4542440
LADO	Jude Atkinson	4542440
DSL	Arzu Aydin	2665656
NSPCC	Whistleblowing Helpline	0800-028-0285

THE WHISTLEBLOWING PROCESS

Stage 1- Making a disclosure

Approach your Manager, Headteacher, designated person for Child Protection or the Local Authority Investigations Team and share your concerns. You can do this verbally or in writing. You may be asked to consider making a written or verbal statement. In such cases, a brief summary of the interview will be made and agreed by both parties.

Please see the Whistleblowing Policy for details of further contacts should you feel unable to discuss your concerns with the above parties (or feel that the response from these parties is insufficient)



Stage 2 – Initial Response to the Disclosure

Consideration will be given as to what action will be taken as a result of the disclosure. You will be notified of the intended response and the reasons for it.



Stage 3 – Launch a Management Investigation

Where a Management Investigation is deemed necessary, a senior manager will be appointed as an investigating officer.



Stage 4 – Deciding whether further action is necessary

On the strength of the information provided by the investigation, further action may be necessary - If there is a case to be answered by any individual, the recognised procedure will be followed.

Where there is no case to answer, but the concern was raised in good faith and in accordance with the Whistleblowing policy, the school will ensure as far as is reasonably practicable that you suffer no reprisals or victimisation.

Where it is established that the allegations were malicious/vexatious or you have not acted in accordance with the Whistleblowing policy, disciplinary action may be taken.



Stage 5 - Confirmation of the Outcome

You will be informed of the outcome of the investigation and any appropriate action taken to resolve the matter, subject to any confidentiality clause and/or legal constraints.

If you are dissatisfied with this response you may take the matter further with the prescribed persons or organisations identified in the Whistleblowing Policy.



APPENDIX 6A - WHISTLE BLOWING POLICY - REPORTING FORM

Referral Form to be completed by Individual identifying a concern under the Public Interest Disclosure Act 1998

DETAILS OF PERSON RAISING CONCERNS AND ISSUE RAISED

Nature of Concern:

Background (please provide dates where possible) :

Who is involved?

Reasons for the concern:

Name:

Position:

Date:

Time recorded:

Meeting with the Headteacher / Chair of Governors

Meeting Date: _____ Time _____ am/pm :

INVESTIGATION OF CONCERN

Concern Received By:	Chair of Governors / HR / other
----------------------	---------------------------------

Action :	
Signature:.....	Time: (mm:hh): :

ADDITIONAL INFORMATION

Comments/Additional information:

SAMPLE POSTER

Silence isn't always golden...

Although we all pride ourselves on having high standards of conduct and providing quality services to the community, sometimes you may become aware of a lapse, or suspected lapse, in these standards.

The simple fact is that you may suspect something is going wrong long before anyone else finds out about it.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away.

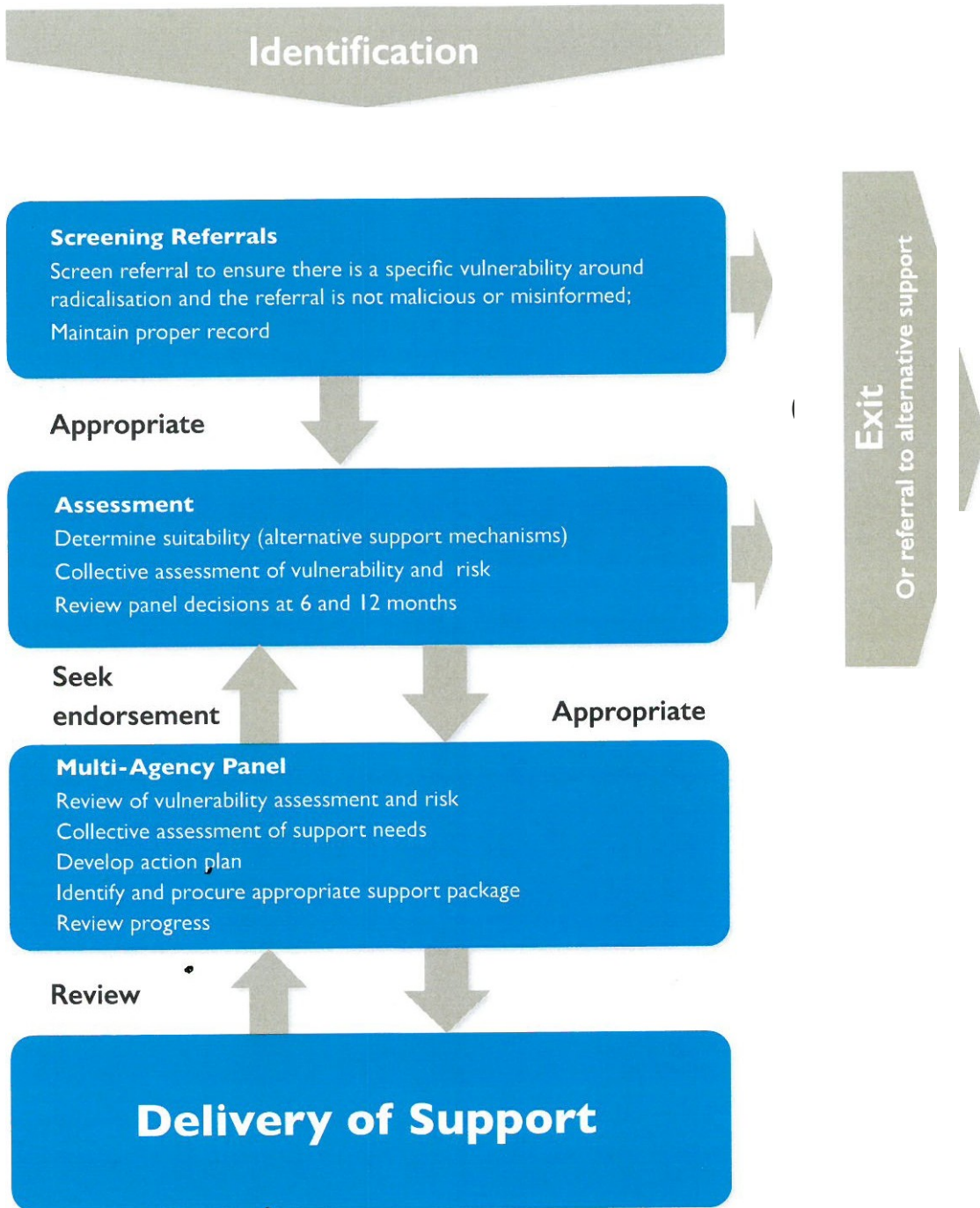
The School Whistleblowing Policy is available on the 'P' drive, or LCC main website.

Your Trade Union/Professional Association is available to provide you with advice and support.

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

APPENDIX 7 - WORKINGS OF THE CHANNEL PROGRAMME

The diagram below outlines the different Stages within the Channel process:



APPENDIX 8 - ANTI-BULLYING / CYBER BULLYING POLICY

Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation (e.g. name calling, threats and abusive phone calls, emails or text messages)
- Hate crimes

What is bullying?

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: Preventing and Tackling Bullying Guidance for Schools, DfE, 2011

Bullying is the use of aggression with the intention of hurting another person; resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

Bullying can be:

Emotional	e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
Physical	e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around
Racist	e.g. racial taunts, graffiti, gestures
Sexual	e.g. unwanted physical contact or sexually abusive comments
Homophobic	e.g. associated with or focused on the issue of sexuality

Verbal	e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky
Cyber	e.g. E-mail or text bullying, bullying through a social network, bullying through a 3rd party
Material	e.g. repeatedly damaging belongings, extortion.

Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

As a school we also define bullying to be an action perceived as:

S.T.O.P. – Several Times On Purpose.

We expect that children will: S.T.O.P. - Start Telling Other People

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning

As a school we:

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying, directly including the F.A.B.'s (Friends Against Bullying) in KS2 and Mini-F.A.B.'s in KS1.
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff or F.A.B./Mini-F.A.B. who will then report the incident to the Behaviour Mentor. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling) , to ensure all parties can agree a resolution to the issue.
- If considered applicable, all information is recorded on CPOMS
- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school through consultation with the Herrick Management Team at least once a term.

Practice and Procedures

What do we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable

behaviour (but not the pupil), and by being clear across the school that we follow school rules as follows:

Herrick Primary School Rules

- Move around the school sensibly and calmly
- Be polite and well mannered at all times
- Respect and be kind to each other
- Listen to each other and respect each other's points of view
- Respect other people's property and the school environment

and that we support our Rules & Responsibilities as shown on our Herrick School Agreement. All members of the school community are expected to report incidents of bullying. On entering the school each new pupil is allocated a special friend in their class and a personal FAB mentor in the playground. There will also be a link TA that the pupil will be introduced to as a point of contact.

1. Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up to date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE, RE, SEAL
- All adults in school to understand that bullying can be perceived as S.T.O.P. - Several Times On Purpose; and can use S.T.O.P - Start Telling Other People as a form of informing.
- Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management
- Promote and support the Friends Against Bullying (FAB) programme in KS1 and KS2. Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour.
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week; class and school 'Rights and Responsibilities Charter';
- Provide activities / resources at playtime and lunchtime, supervising activities and encouraging positive behaviour.
- Being me, Being Happy, Being Safe boxes.

2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school: This is done through

- Supporting us in helping to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management.
- Be informed about who can be contacted if they have any concerns about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school they have a responsibility to notify a member of a staff with their concerns.

3. Governors

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying

4. Children

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via School Council, FAB etc)
- Be involved in the monitoring and review of the policy, this is done twice a term through Herrick Management Team meetings.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having our F.A.B. groups (Friends Against Bullying) work in the playground each breaktime and lunchtime (KS1 and KS2), Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of the S.E.A.L. programme which is taught to all groups as part of the PSHEC curriculum.

Reacting to a specific incident

Recording

Incidents at lunchtime are recorded by the Dining Supervisors who then pass this information onto Mrs Beeby (Clerical Assistant) who will record the information onto CPOMS and inform SLT. This information of incidents in or out of class is to be recorded on CPOMS by the class teacher.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying this must be reported to a senior member of staff (Headteacher / Deputy Head teacher /Phase leader). The named person will monitor and update staff as to outcome for both parties involved in the incident.

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of discussions to be filed with the office.

Confidential Reporting of Incidents

All children in the school are aware of the Being Happy, Being Me, Being Safe boxes in each classroom Year 1 to Year 6 where they can submit a confidential note informing the Behaviour Mentor/SLT of an incident of bullying that has occurred towards them. The classteacher checks the box regularly and plans lessons frequently to promote the use and understanding of the scheme.

Children can report to any adult if they feel they are being bullied. This information will then be passed to the Behaviour Mentor /SLT who will follow the appropriate course of action.

Dealing with an incident

Whenever a bullying incident is reported, the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
 - A child will be able to tell any member of the school community of any type of bullying that they feel has happened either to themselves or as a witness to an incident.
 - The school council member may submit a form that they have received a bullying complaint.
 - With all forms of initial reporting the incident is to be logged on CPOMS and then sent through the line management.
2. School expects to support all involved by:
 - Having a named person that will monitor the incidents of bullying in school. Behaviour Mentor, Deputy Headteacher, Headteacher
 - Talking through the incident with all parties involved
 - Helping the both parties to express their feelings
 - Talking about which rule(s) has/have been broken
 - Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied ensuring that agreements are sustained.
3. Nevertheless sanctions may include:
 - Time away from an activity within the classroom
 - Time away from the classroom
 - Missing break or another activity
 - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues
 - Meeting with staff, parent and child
 - Pastoral Support Plan
 - Fixed-term exclusion
 - Permanent exclusion

4. Parents (of both pupil causing the bullying and person bullied) are informed of what has happened, and how it has been dealt with.
 - Records of these discussions to be minuted and filed on CPOMS
 - Failing face-to face discussion, parents/carers will be informed of any incidents by letter
5. Child Protection procedures will always be followed when concerns arise.
6. The role of witnesses and bystanders are valued in order to validate what has taken place from impartial points of view.
7. Supporting the Victim:
 - The school support the victim in many ways through school policy, the use of the FAB and Red Hat systems and the monitoring of children after an incident with TAs and lunchtime supervisors who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by the Anti-Bullying Champion or Headteacher if necessary.
8. Supporting the Perpetrator:
 - The school will support the perpetrator of the bullying through the following ways as and when deemed appropriate for each individual pupil and dependant on the circumstances. These range from, regular counselling with the Behaviour Mentor / Anti-Bullying Champion, a behaviour contract, working with the parents to promote positive behaviour in school.

Recording of Incidents

Reported incidents of bullying can be recorded in the following ways –

- a) Teachers – Record on CPOMS and alert the Headteacher, Behaviour Mentor and Mrs Aydin (Assistant Headteacher).
- b) Lunchtime Supervisors – as above

The Assistant Headteacher (Mrs A Aydin), is responsible for coordinating the recording system and reviews all reported instances of bullying.

Monitoring

Trends and strategies are analysed for inclusion in the Headteacher's reports to governors on a termly basis - CPOMS

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

Policy Monitoring

The Staff and School Council review the policy

Annual initiatives reported to Governors

Liaison with parents

Data from the monitoring and recording scheme on the SIMS system

APPENDIX 8A - CYBER BULLYING POLICY

Herrick Primary School believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. We are committed to helping all members of the school community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly.

Aims

This policy aims to ensure that:

1. Pupils, staff and parents know about cyber bullying and its consequences;
2. We have the knowledge, policies and procedures to prevent and to deal with cyber bullying in school or within the school community;
3. We monitor the effectiveness of our procedures.

What is cyber bullying?

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, which have an upsetting effect.

Cyber bullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook) – this type of bullying can be a criminal offence.

Prevention of Cyber Bullying - *Understanding and information*

- The Headteacher will act, as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
- The Headteacher will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
- A Code of Advice (*see Appendix 1*) will be developed and communicated to

help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.

- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable Use Policy.
- Parents will be provided with information and advice on cyber bullying.

Practices and Procedures

- The responsibilities of the school and of pupils as set out in the Anti-Bullying Policy apply also to this policy.
- Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents.

Responding to cyber bullying

Cyber bullying will generally be dealt with through the schools countering bullying policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

- Impact: possibly extensive scale and scope
- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what happened

Support for the person being bullied

As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

- Emotional support and reassurance that it was right to report the incident
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on other aspects of the code to prevent re-occurrence
- Advice on how the perpetrator might be blocked from the individual's sites or services
- Actions, where possible and appropriate, to have offending material removed
- Advice to consider changing email addresses and/or mobile phone numbers
- Discuss contacting the police in cases of suspected illegal content

Investigation

The nature of any investigation will depend on the circumstances. It may include, e.g.

- Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)

- Efforts to identify the perpetrator, which may include looking at the media, systems and sites used. Witnesses may have useful information.
- Contact with the Internet Watch Foundation / the Police / Safeguarding Children Board Officer if images might be illegal or raise child protection issues
- Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of a phone.

Working with the perpetrator

Work with the perpetrator and any sanctions will be determined on an individual basis, in accordance with the Anti-Bullying Policy, with the intention of:

- Helping the person harmed to feel safe again and be assured that the bullying will stop.
- Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
- Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.
- Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

Evaluating the effectiveness of counter bullying procedures

- Members of staff will report any incidents of cyber bullying to the Head teacher.
- The Headteacher will review any serious incident within three months of the school dealing with any reported cases and will ensure that an annual review of Cyber Bullying and the Anti-Bullying procedures are carried out.
- The review will take into account comments and suggested areas for improvement from staff and students, including input from the Herrick Management Team.

CYBER BULLYING CODE OF ADVICE

Three Steps to Safety

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour - don't distress other people or encourage others to do so.

If you are being bullied

It is never your fault. It can be stopped and it can usually be traced.

- Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

Text / video messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to you mobile phone provider.

Email

- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chatrooms and instant messaging

- Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.
- Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- Keep your passwords private and don't tell anyone, not even your best friend.
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit www.thinkyouknow.co.uk

Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their antisocial behaviour.

APPENDIX 9 - PREVENT/TERRORISM POLICY

Aims and Ethos

Children at Herrick Primary School bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.

Challenge - We aim to build successful learners through high expectations of learning and behaviour to allow all pupils opportunities to fulfil their full potential, make good progress and learn lifelong skills.

Creativity - Is a strong focus, ensuring that school is fun! The school will be a bright, attractive and stimulating place to learn.

Community - We value parents and governors as our partners in education and will involve them, and the wider community, in the life of the school. We will enable all pupils to become responsible citizens who will make a positive contribution to society and build economic well-being.

Caring - Children will be happy and secure, and their achievement will be celebrated and valued by all. They will learn to respect, and be responsible for, their environment.

Consistency - The school will grow and change, but we will remain true to our vision.

Communication - We realise the importance of efficient, effective communication. Everyone must feel that they have opportunities for consultation and be kept informed.

Confidence - To build independent and confident learners who are able to live safe, healthy and fulfilling lives; equipping them for future challenges.

Herrick Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All members of staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. The Governing Body has a **zero tolerance** approach to extremist behavior. We rely on our strong values to steer our work, and ensure that the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of behaviour through the PSHE curriculum and assemblies, equips our pupils with the skills to reject violence in all its forms.

Aims and Principles

The main aims of this policy statement are to ensure that Herrick staff members are all

fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here, and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

Pupils are encouraged to adopt and live out our core values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.

Pupils are helped to understand the importance of democracy and freedom of speech, through assemblies and through pupil voice.

Pupils are taught how to keep themselves safe, in school and when using the Internet.

Pupils participate in local community events so that they appreciate and value their community.

Pupils’ wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.

Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

Governors and all school staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

CONTEST

The Office for Security and Counter Terrorism works to counter the threat from terrorism, and its work is detailed in the counter terrorism strategy - CONTEST. This strategy is based on four areas of work:

Pursue - To stop terrorist attacks.

Prevent - To stop people becoming terrorists or supporting terrorism.

Protect - To strengthen our protection against a terrorist attack.

Prepare - To mitigate the impact of a terrorist attack.

This policy has been formulated in line with 2008 Department for Children Schools and Families (DCSF) document entitled ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’ Resources from the document will be used in school. Primarily our work will be concerned with PREVENTION which is outlined more specifically in the DCSF document.

This policy should be read alongside the school’s Safeguarding, Equal Opportunities,

E-Safety and Anti-bullying policies.

Procedures for Referrals

Any member of staff who has a concern must report it immediately to:

Designated Senior Person (DSP) – Mrs A Aydin (Assistant Headteacher/SENCo).

Assistant DSP – Mr U Patel (Headteacher) (in her absence)

Assistant DSP – Miss S Kaur (in her absence)

Depending on the severity of the comments made the following action will be taken:

- DSP will discuss the comments with the pupil.
- DSP will record the incident on our CPOMS electronic Safeguarding system.

- DSP will contact the parents/carers of the pupil.
- DSP will advise Mrs Smart (Safeguarding Governor), of the incident and his actions.
- The DSP will then contact the local authority and/or police if deemed necessary.

The role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths, visit places of worship and are taught about how to stay safe when using the Internet.

Effective tackling of controversial issues can help pupils challenge their own and others' perceptions and misconceptions. To do this, classroom practices include:

- Delivering questioning techniques, to open up safe debate.
- Building confidence, to promote honesty.
- Ensuring freedom of expression and freedom from threat.
- Debating fundamental moral and human rights principles.
- Promoting open respectful dialogue.

Staff Training

Through INSET opportunities in school, we will ensure that our staff members are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. All staff at Herrick have completed an on-line Safeguarding course including Prevent.

Governors

Governors are kept informed about developments in this area through the Safeguarding Governor. The Designated Senior Person and the Safeguarding Governor meet regularly.

Policy Review

The Anti-Terrorism policy statement will be reviewed annually as part of the overall Child

Protection and Safeguarding policy review.

APPENDIX 10 - ANTI-HARASSMENT POLICY - PUPILS

Herrick Primary School are committed to providing and continuing to provide a co-operative, comfortable working and learning environment free of sexual harassment of any kind. Any form of sexual harassment is unlawful and will not be tolerated, and action will be taken against those who breach the policy.

The school's aims:

- To create a working and learning environment that is free from sexual harassment and where all members are treated with courtesy, dignity and respect
- To promote appropriate standards of conduct at all times
- To implement strategies to ensure that all members of the school community know their rights and responsibilities in this area
- To encourage the report of prohibited behaviour
- To provide an effective complaints procedure based on principles of natural justice
- To treat all complaints in a serious, sensitive, fair, timely and confidential manner
- To guarantee against victimisation or reprisals

Definition of sexual harassment

The [Equality Act of 2010 provides this definition](#): “unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.” It covers indecent or suggestive remarks, unwanted touching, requests or demands for sex and the dissemination of pornography.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

If the sexual harassment policy is breached

If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL (Mrs A Aydin). The DSL will then directly contact Children’s Social Care/DAS in accordance with the LSCB Referrals Procedure¹⁶ to decide how the incident will be managed. Referrals to the police will often be a natural progression of making a referral to children’s social care.

APPENDIX 11 - SAFER RECRUITMENT POLICY

Recruitment

At Herrick Primary School we aim to recruit staff who will join our school team and support the ethos, aims and values of the school in order to bring about school improvement.

Advert

Posts will be advertised in any or all of the following, depending on the post advertised: Eteach, individual leaflet circulated to schools, Times Educational Supplement, poster displayed in school and locality.

Information to Candidates

All candidates will be informed that the post is subject to a satisfactory DBS Disclosure and Health Check. The time span from advert to interview will take a maximum of 6 weeks (preferably 4 weeks). All candidates will receive information about the school, a Job Description, a Personnel Specification, other documentation as necessary.

Personnel Specifications

Every post advertised will have a written Personnel Specification drawn up by the headteacher in consultation with members of the interviewing panel which will be sent to all prospective candidates. The interviewing panel will use this for shortlisting purposes. The Personnel Specification will list requirements as 'Essential' or 'Desirable'.

Job Descriptions

Every post advertised will have a written Job Description drawn up by the headteacher in consultation with members of the interviewing panel which will be sent to all prospective candidates. The successful candidate will sign the job description and a copy will be kept in the employee's personnel file.

Application Forms

Application forms will be circulated only to the interviewing panel members who will keep these confidential. Application forms will be safely stored prior to the interview, with access only as necessary e.g. the Business Manager will access addresses of referees and information to contact the applicant for interview. After the interview, application forms with accompanying notes will be kept for 6 months before being destroyed.

Disclosure & Barring Service - DBS

We follow our written policy statement on the recruitment of ex-offenders (Appendix 1) and follow the guidance notes provided (copy in office). We follow our written policy for the correct handling and safekeeping of disclosure information. Recommendations from the DFe were taken into account when this document was prepared. (Appendix 3)

Interviewing Panel

Interviews will be conducted by two or preferably three interviewers of which one will be the Headteacher or Assistant Headteacher. At least one member of the panel must have attended Safer Recruitment Training. Governors and/or Phase leader will be involved in interviews as necessary. If possible there will be a gender and race mix within the panel. The Interviewing Panel members will choose one person to chair the interview and the discussion session afterwards. Questions will be agreed by the interviewing panel before the interview and with reference to the Personnel Specification and Job Description.

Shortlisting and Interview

Candidates will be invited to interview by letter/email. Candidates will be informed of any additional requirements which will be required at interview e.g. skills tests All candidates will be shown around the school. The letter will ask candidates if they have any special requirements and these will be responded to as necessary and as reasonably practicable within budget constraints. Candidates will be provided with an area to sit, with access to refreshments whilst awaiting their interview.

Interview

A quiet room will be set aside for the interview and water provided for the candidate. The chair will invite the candidate into the prepared room, introduce the panel, set the candidate at their ease, explain the format of the interview and explain that follow up questions may be asked. The chair will invite the candidate to ask for explanations if there is anything which they don't understand. Questions will be asked by specific members of the panel and this will be arranged before the interview starts. The panel member who has asked the question will retain eye contact with the candidate and they will make any notes at the end of the question.

Panel members will keep notes on each question and rate each answer as 1-poor 2-satisfactory 3-good. Questions will always include one concerning the candidates understanding of Equal Opportunities and Race Equality and also Safeguarding. Questions are designed to find out about the candidate in order to make the best selection decision.

At the end of the interview the candidate will be told how and when the results of the interview will be made known to them. All candidates will be offered a debrief which will be conducted by the chair of the interviewing panel.

Follow up discussion

The chair will lead this discussion and each candidate will be discussed and graded with relation to their performance at interview and any skills test or assessment procedure. A decision will then be arrived at to either make a selection or not to appoint a candidate at all. The decision will be recorded in writing and each candidate's suitability recorded in order of suitability.

References

Referees will be asked to provide a written reference and will be informed that the reference may be shown to the candidate. Any offer of employment is made subject to receipt of satisfactory references and these will be applied for following interview. References will be stored safely with the application form and notes and will be destroyed after 6 months. If necessary one written reference or a verbal reference will suffice.

Induction

When appointed all new employees will take part in an induction process following our Induction Policy. This will include the allocation of a mentor. New employees will need to provide school with their current DBS disclosure as soon as possible. If the DBS is not readily available then the Headteacher will decide whether to start their employment in school whilst the form is being processed. DBS application forms are submitted for all new employees regardless of if they have a current one available.

The Induction Checklist will be completed to ensure that the new employee is aware of all aspects of the school and how things work. The checklist includes information on all school policies and where regular/updates on GDPR, H&S & Safeguarding can be sought. (Appendix 4)

Recruitment and the Law

Due regard is given to the Equal Opportunities Act, the Race Discrimination Act, the Disability Discrimination Act, the Human rights Act and the Data Protection Act.

Training

All interviewers will be provided with suitable training as necessary. At least one member of the Interviewing Panel must have attended the Safer Recruitment Training.

APPENDIX (a) - Recruitment of Ex-offenders

As an organisation using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, Herrick Primary School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

Herrick Primary School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within Herrick Primary School and we guarantee that this information is only seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Herrick Primary School to ask questions about your entire criminal record we only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Herrick Primary School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every employee aware of the existence of the School DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

APPENDIX (b) – Correct handling & safekeeping of disclosure information

General Principles

As an organisation using the Disclosure & Barring Service sure service to help assess the suitability of applicants for positions of trust, Herrick Primary School complies fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage & Access

Disclosure information is not kept in an applicant's personnel file it is kept in the 'Employees DBS Information' file kept in a locked room in the Business Managers office. Access to this file is limited to those who are entitled to see it as part of their duties (ie. Headteacher & Business Manager).

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six-months, we will consult the CRB about this and will give full consideration to the Data Protection and Human Rights individual subject before doing so. Throughout this time, the usual conditions regarding safe storage and strict controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately suitably destroyed by secure means, i.e. by shredding.

While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin).

We will not keep any photocopy of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

APPENDIX (c) – Disclosure & Barring Checks (DBS)

At Herrick Primary School the following procedure is followed as per instructions by the Department for Education Skills (DfES).

- All staff complete a DBS disclosure form when offered a position at Herrick Primary School which is processed by EMSS. This procedure also applies to all volunteers and governors.
- Headteacher undertakes an induction for all new members of staff and volunteers. This includes providing information on the ethos the school and the mission statement.
- All outside Agencies have to produce DBS information before carrying out their duties within the school. Supply agencies email a copy of the teacher information prior to their visit.
- Visitors/ speakers are not requested to have DBS clearance but they are given an information sheet and are asked to sign to say they have read it. They are also supervised at all times whilst on the premises and never left alone with children.
- Visitors are made clear about their roles and responsibilities and boundaries when working – within the curriculum – on a one to one basis – supporting teachers- the aims of the overall programme and that the input meets the needs of the pupils.
- Visitors are made aware of all relevant information, e.g. Safeguarding issues, fire procedures, etc.
- General information of all volunteers and visitors are kept school office. e.g. telephone numbers and contacts.

		Initials	Date
<u>Planning</u>			
<ul style="list-style-type: none"> • Job specification & description (appropriate Year group) • Application form (LCC) Teacher or Support Staff 			
<u>Vacancy advertised</u> (eTeach)		Interview date:	
Closing date:			
<u>Applications</u>			
<ul style="list-style-type: none"> • Check for employment breaks/qualifications etc. • Check all parts of the form have been completed. • Pass completed forms to Headteacher. 			
<u>Shortlist Prepared by Interviewing panel</u>			
<ul style="list-style-type: none"> • Timetable for interviews prepared • Candidates contacted by email/phone 			
<u>Interview Arrangements</u>			
<ul style="list-style-type: none"> • Headteacher to set interview questions • Questions regarding Equality and Safeguarding included. • At least 1 interviewer to have attended Safer Recruitment Training. • Panel to decide who asks which question. 			
<u>References</u> - Requested for successful candidate			
<u>References on receipt</u>			
<ul style="list-style-type: none"> • Checked against information on application 			

Documents for new starters to be signed/returned	Sent	Returned Comp/Signed
DBS form to complete		
New Starters Payroll info etc.		
Pre-Employment Health Declaration		
Job Description		
Staff Code of Conduct		
Guidance for schools on Safer Working Practices		
Data Protection Policy - Data Breach Policy Social Media Policy Electronic Information & Communications Systems Pol.		
Other documents		
School Induction Policy		
Privacy Notice for Staff		
Keeping Children Safe in Ed. (DFe)		
What to do if worried about a Child Being Abused (DFe)		

APPENDIX (d) – Staff Induction Check

Name:	Start date:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. Welcome to the school			
Outline of school, size and classes			
School aims and objectives			
Issue Staff Handbook			
School policies available on the 'P' drive – School Policies folder			
2. Documentation			
DBS and identification			
Health Survey and information regarding Occupational Health			
Personal details / Emergency contact			
3. Salary			
Explanation for methods and frequency of payment			
Confirm employee's bank account details			
Explanation of salary reviews, overtime, etc			
4. Pension Scheme			
Contributions and benefits (Information from Leicestershire CC)			
5. Sickness			
Procedure to be adopted if absent through accident or sickness			
Medical certificates, salary whilst absent, qualifying period, duration of			

sickness payment	
6. Hours of work	
School terms and school day	
Absenteeism and punctuality	
Catering arrangements	
7. Tour of premises	
Descriptions of department functions	
Parking facilities	
Eating facilities	
Notice boards / resources	
Introduction to governors	
8. Fire / Emergency procedures	
Procedure in the event of an emergency	
Fire Procedures Policy	
Use of fire-fighting appliances	
	✓ ✗
9. Health & Safety	
Location of all Polices relating to Health & Safety	
Identification of any specific hazard(s) in department (COSHH, etc)	
Procedure in the event of an accident	
Location of first aid boxes and first aiders	
Defect reporting	
General H&S information / forms – noticeboard in Staffroom	
All policies relating to H&S are on 'P' drive – School Policies folder	
Security – access/leaving the property	
10. Tour of school	
Location of toilets, fire points, normal and emergency exits	
Induction to immediate colleagues	
Outline of management structures	
Education and training facilities	
11. The job and its responsibilities	
The job and its responsibilities – (job description signed)	
Job specific procedures / work instructions	
Teaching & Learning Policy	
School policy on CPD, Appraisal & pay structure	
Registration system	
Probation Procedures – (Support staff only)	
12. Inspection procedures	
The need for checking the quality of one's work each day	
13. Safeguarding	
Copy of Safeguarding / Child Protection Policy	
Advise who the Designated Safeguarding Lead is and how to contact	

them (pictures in the foyer)	
Copy of Keeping Children Safe in Education (DFe) Part 1 (Annex A & B) issued & explained	
Copy of What to do if Worried about a Child Being Abused (DFe)	
Staff Code of Conduct (including Confidentiality)	
Safer Working Practices Information (signed as received)	
Individuals role in safeguarding in school	
Explain signs of abuse (types & signs), to include: Prevent - FGM - CSE – CCE – Contextual safeguarding – Peer on Peer – FM – HBA – Abuse linked to faith & beliefs – Sexting – Grooming – Child missing & Private Fostering	
What to do regarding disclosure, monitoring, recording passing on of information using appropriate format & forms.	
	✓ ✗
13. Safeguarding (continued)	
What to do if you are concerned about a member of staff's behaviour and where to report your concerns	
Role of the Governing Body, including the Chair of Governors	
Whistleblowing Policy (Appendix to Safeguarding Policy)	
Safeguarding Board in the Information Room	
All policies relating to Safeguarding are on 'P' drive – School Policies folder	
14. Data Protection	
Copy of Social Media Policy	
Copy of Data Breach Policy	
Copy of Data Protection Policy	
Copy of Electronic Information & Communications Systems Policy	
Signed acknowledgement of receipt returned for above policies	
All policies relating to D.P are on 'P' drive – School Policies folder	
15. Consultation arrangements	
Grievance and disciplinary procedures (Policies on 'P' drive)	
Explanation of holiday system	
Union and consultation	
16. Other issues	
Access cards / keys	
Laptop (including network login ID and password, DSE guidance)	
Invacuation Policy	

Induction by	Name:	Signed:
Staff member	Name:	Signed:

Date:

Herrick Primary School is committed to providing the highest level of care for both its pupils and its staff. It is extremely important that any allegations of abuse against a member of staff, visitor or volunteer in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child, whilst also giving support to the person who is the subject of the allegation.

Our policy is in line with statutory guidance from the Department of Education. This policy is designed to ensure that all staff, students, parents and carers are aware of the procedure for the investigation of allegations of abuse in order that all complaints are dealt with consistently and as efficiently as possible. We hope that having a clear policy outlined will help students to feel comfortable that they can voice concerns. Allegations will be reported to the school headteacher immediately or to the Chair of Governors where the headteacher is the subject of concern. All allegations will be taken seriously and investigated immediately.

It is essential that any allegation of abuse made against a professional who works with children and young people or other member of staff or volunteers in any setting is dealt with fairly and consistently, in a way that provides effective protection for the child or children and at the same time supports the person who is the subject of the allegation.

Professionals who work with children as part of their employment or voluntary duties need to be aware that inappropriate behaviour in their private life may affect their suitability to work with children.

Purpose

The procedure for dealing with allegations against staff depends on the situation and circumstances surrounding the allegation. This policy must be followed when dealing with allegations but may be adapted to suit each case. This policy will be used alongside the school's Complaints Policy and Safeguarding /Child Protection policy. This policy will be used in any case where it is suspected or alleged that a member of staff, a teacher or a volunteer at the school has behaved in such a way that may have harmed a child or may have intended to harm a child.

Procedure

What is meant by an allegation?

"A suspicion or concern that a trusted individual within an organisation or establishment has mistreated or abused a child or may be about to do so".

Reporting an allegation.

All concerns of poor practice or possible child abuse by staff should be reported immediately to the headteacher. Complaints about the headteacher should be reported to the Chair of Governors, who will then contact the local authority designated officer (LADO). 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 and must report their concerns immediately (see Whistleblowing Policy).

The LADO will be contacted by the Headteacher/DSL and a discussion will take place to decide whether:

- no further actions are needed
- a strategy discussion should take place
- there should be immediate involvement of the police or social care

The school will share available information with the LADO about the allegation, the child and

the person against whom the allegation has been made and consider whether a police investigation or a strategy discussion is needed. Representatives from other agencies may be invited into the discussion and could include representatives from health, social care, the GP and police. LADO is the abbreviation for the Local Authority Designated Officer. Each Local Authority has a Designated Officer in post to co-ordinate the management of allegations against those in a position of responsibility for children. In Leicester the Local Authority Designated Officer is (LADO) Jude Atkinson 0116 4542440, jude.atkinson@leicester.gov.uk

Role of the LADO

Each Local Authority has a Designated Officer in post to co-ordinate the management of allegations against those in a position of responsibility for children. The LADO has the *overall* responsibility for the following:

- Provide advice and guidance to senior nominated officers, employers and voluntary organisations who oversee those professionals that work with children.
- Liaise with the police.
- Monitor the progress of all cases to ensure that they are dealt with as quickly and consistently as possible through the use of a fair and thorough process.
- Provide management and oversight of individual cases to ensure the progress of an allegation is thorough, fair and dealt with in a timely manner.
- Responsible for initial considerations of allegations.
- Responsible for chairing Allegation Management Strategy Meetings.

Confidentiality & Information Sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people.

The GDPR and the Human Rights Act 1998 are the two main legislative frameworks governing how, what and in what circumstances information may be shared.

Record Keeping

Record keeping is an integral part of the management of allegations. Complete and accurate records will need to contain information which provides comprehensive details of:

- Events leading to the allegation or concern about an adult's behaviour
- The circumstances and context of the allegation
- Professional opinions
- Decisions made and the reasons for them
- Action that is taken
- Final outcome

Employers, managers and officers who are involved in the process of managing allegations should follow the principles of record-keeping contained within GDPR, the Human Rights Act 1998 and the Freedom of Information Act 2000.

Responding to an Allegation

When allegations arise against a person working with children (including volunteers) the employer should follow the procedures outlined in this procedure. The procedures should be used when an allegation is made that an adult has:

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

If the answer is YES / POSSIBLY / or UNSURE, contact the LADO Jude Atkinson 0116 4542440, jude.atkinson@leicester.gov.uk

When managing any allegation, the welfare of the child should remain paramount. Adults about whom there are concerns should be treated fairly and honestly and should be provided with support. It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

The Managers Initial Response

It is helpful prior to contacting the LADO to obtain basic information from the person that is making the allegation. These enquiries should be kept as simple as four basic questions:

- Who – who is the allegation against?
- What – what happened?
- When – When did the incident happen?
- Where – Where did the incident occur?

Managers need to understand which behaviours to address directly through their own complaints or disciplinary procedures and under what circumstances they should contact the LADO.

Initial Consideration

This may be over the phone, via e mail or in some cases face to face between the LADO and the employer, or possibly the police.

There are three possible outcomes to an initial consideration:

- Allegation does not meet the threshold and a referral to LADO is not required
- The threshold is met and a strategy meeting is to be convened. LADO to inform police and Children's Social Care.
- Allegation is borderline. The matter should be investigated by the Headteacher and appropriate action is taken under school disciplinary procedures. LADO will liaise with the headteacher on the outcome of their investigation and any disciplinary action taken.

If another agency such as Children's Social Care identifies a person who works with children that poses risk of harm, they should alert the LADO outlining the risk the individual poses. The LADO

will then share the information with the employer in order for them to make a risk assessment, and whether they feel a strategy meeting is required.

Allegations Management Strategy Meetings

An allegations management strategy meeting will aim to meet within 5 days of receipt of a referral. Only key agencies should be invited to allegations management meetings.

These may include:

- Police
- Judicium (HR/employment)
- The Headteacher or Chair of Governors
- Manager from Children's Social Care

At the end of the meeting a decision will be taken over whether they feel that the allegation is:

- **Substantiated** – There is sufficient identifiable evidence to prove the allegation. Relevant Conduct has occurred.
- **Unsubstantiated** – This is not the same as a false allegation, it simply means that there is insufficient identifiable evidence to prove the allegation. The term does not imply guilt or innocence.
- **Unfounded** – There is no evidence or proper basis which supports the allegation being

made, or there is evidence to prove that the allegation is untrue. It may also indicate the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

- **Malicious/False** – There is “clear” evidence to prove that there has been a deliberate act to deceive and the allegation is entirely false.

In some cases, an outcome is reached following the first allegations management strategy meeting. In other cases, further investigation will be required from, police, Children’s Social Care, or the employer in order to outcome the meeting and therefore the LADO will make recommendations as to what further action is required. The meeting will then be re-convened.

Minutes will be taken at the meeting and will be distributed within 10 days of the meeting taking place.

Disciplinary Action

The school may suspend an alleged perpetrator – this is a neutral act and should not be seen as sanction, more as a way in which to safeguard both the child/ren and the employee. Suspension should be considered in every case where:

- There is cause to suspect a child is at risk of significant harm
- The allegation warrants investigation by police
- The allegation is so serious that it might be grounds for dismissal

All evidence gathered as part of the investigation should be managed and kept by the school to complete the disciplinary investigation - consent must be sought from interviewees during the allegation.

It is the responsibility of the school to keep the LADO informed of the progress of the internal investigation and within agreed time scales.

Alternatives to suspension can be considered if available and deemed suitable. This may be achieved by:

- The individual undertaking duties which do not involve direct contact with children.
- Providing an assistant/colleague to be present when the worker has contact with the children.

APPENDIX 13 - PEER TO PEER POLICY

1. Context, Scope and Definitions

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Minimising the impact of certain behaviours created an environment that is accepting of unsafe behaviours and invalidated the victims experiences, which can stop them from receiving support and impact them in all stages of their life. eg, dismissing sexual harassment as humour, an inevitable part of growing up, or excused as child exploration can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children not coming forward to report it abuse or blaming themselves for what has happened (KCSIE 21).

Herrick Primary School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm
- Be indicative of concerns within the life of the child who perpetuates the behaviour e.g. Safeguarding concerns

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse, witnessing or suffering from abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2021 states that

‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

It also emphasises that the voice of the child must be heard:

‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.’

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Herrick Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being. We also understand that as staff, we must recognise when we are unable to make decisions that are beyond our capacity, and will ensure that the appropriate or external body is informed when necessary e.g. local Police, SEMH services etc.

3. Purpose of Policy

The purpose of this policy is to explore some forms of peer on peer abuse. The policy also includes a planned and supportive response to the issues.

At Herrick Primary School, we have the following policies in place that should be read in conjunction with this policy:

- 3.1 Anti-Bullying including Online Bullying Policy
- 3.2 Safeguarding and Child Protection Policy
- 3.3 Managing Allegations / Whistleblowing Policy
- 3.4 Behaviour Policy
- 3.5 Health & Safety Policy
- 3.6 Online Safety Policy, Statement and Procedures

4. Framework and Legislation

This policy is supported by the key principle of the Children’s Act (1989) that the child’s welfare is paramount. Another key document is Working Together to Safeguard Children (2018), which highlights that every assessment of a child ‘must be informed by the views of the child’. (WTtSC; 2018, 21) This is reiterated by Keeping Children Safe in Education (2021) through ensuring procedures are in place in schools that emphasise the importance of the child’s voice.

5. Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual

- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse, even when a child is the perpetrator(s). Abuse should never be tolerated or mistaken as humour or ‘a part of growing up’. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Peer-on-Peer abuse should be taken as seriously as abuse inflicted by adults and should be subjected to the same child protection procedures and dealt with the same severity.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence, harassment and assault; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of websites and technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator(s) is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have had considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be subjected to (or be at risk of) significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address their needs along with any intervention strategy put in place.

6. Types of abuse

Herrick Primary School has a zero tolerance policy towards abuse, sexual violence and harassment. It is never acceptable and will not be tolerated. There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1 Physical abuse

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

6.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

With consideration of;

- Managing internally 65.1, page 27
- Early Help 65.2, page 28

- MASH referral 65.3. page 28
- Reporting to the police 65.4, Page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching or indecent exposure
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as humour, “part of growing up”, or “just having a laugh”; and
- Challenging behaviours (potentially criminal in nature), such as physical assault. Dismissing or tolerating such behaviours risks normalising these behaviours.
- **Upskirting:** where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim.

6.3 *Bullying*

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

In order to be considered as bullying, the behaviour must be seek to harm, intimidate or coerce with malicious intent and includes:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once, Bullying enacted by a group of people towards a specific person is considered bullying even if each individual within the group acted only once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, religion, and may exclude someone from a group on purpose. Staff must be aware that bullying and discrimination against someone who has a protected characteristic is against the law (The Equality Act, 2010) and any discrimination or harassment founded on protected characteristics must be dealt with seriously and effectively.

6.4 *Online Bullying*

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity or gaining access to someone's online accounts to send messages.
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm, or inflict harm upon other
- Pressuring children to send sexual messages or engaging in sexual conversations
- Doxxing – when someone finds someone's personal information and share it online. This is often used to scare children and can be used as blackmail.

Parents and staff must be aware that there are many different forms of social media that are popular with young children, this can include online chat functions available on video games (i.e. XBOX Live) and that these online chat functions can leave children vulnerable to harassment and bullying from strangers.

6.5 Sexting / Sharing nude or indecent imagery

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. Indecent imagery can be coerced from children. Sexting refers to both consensual and non-consensual creation and sharing of explicit content.

Sexting and sharing nude or indecent images by school aged pupils is **always** illegal. Even if the content was created by a child, both the child who created the images and the person who received them can be investigated. Non-consensual creation and sharing of explicit images, especially when the victim is being depicted in these images, is always illegal.

The NSPCC states:

It's a criminal offence to create or share explicit images of a child, even if the person doing it is a child. If sexting is reported to the police, they will make a record but may decide not to take any formal action against a young person.²⁶

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This **must always be referred** immediately to the Designated Safeguarding Lead DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance.²⁷

²⁶ <https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals>

6.6 *Initiation/Hazing*

Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7 *Prejudiced Behaviour*

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

Misogynistic and gender based discrimination should also be reported on. It should not be mistaken as a “cultural view”. Misogyny and gender based discrimination can lead to and perpetuates gender based violence. Behaviour should be stopped and views should be challenged at the earliest sign of an issue.

See 6.3 for Bullying related to people with protected characteristics.

7. **Expected staff action**

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. It is best practice to inform the DSL of any allegation in relation to this policy as they may have more information or background knowledge that would increase the severity of the allegation in question.

Staff should clarify the following:

- Victims should be reassured that they are being taken seriously and that they will be supported and kept safe. They should not be given the impression that they are creating a problem or made to feel ashamed for making a report
- All staff should be aware of the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Staff should be vigilant as multiple safeguarding issues will overlap one another

Staff must be aware of the following:

- Be aware of the risk factors that increase the likelihood of involvement in serious violence.
- Staff must recognise that peer-on-peer abuse may be happening without it being reported, so sensitivity must be taken when it is to promote future reporting of abuse.
- **Do not wait for a child to make a disclosure if you have concerns.** You may overhear a conversation that is concerning between children, this is grounds to make a report to the DSL.

²⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

- If you have been made aware of abuse that has taken place outside of school, it is your duty and responsibility to make the DSL aware.

8. Recognising peer abuse

An assessment of an incident between peers should be completed by the DSL and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get accurate statements and uncover the truth. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. This includes verbal and non-verbal communication, which includes but is not limited to; facial expressions, tone of voice and hand gestures. Avoid language that may create a 'blame' culture and leave a child labelled.

It is important to consider that if this is the first report a child has made, it is not necessarily the first instance of abuse. The psychological impact abuse has on children can also affect memory; children may be unable to remember specific times, dates or what happened before or after the incident. Highly stressful situations also impact memory and recall of incidences, and staff should be aware of this when documenting a report.

In cases of child-on-child sexual violence and harassment, it is important to remember that girls are more likely to be victims and boys are more likely to be perpetrator(s). There is still a possibility for girls to be perpetrator(s) and boys to be victims, and judgement on whether or not child-on-child sexual violence and harassment has occurred should not be indicative of the gender of the victim or perpetrator(s).

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. In instances where a child has a disability, it is beneficial for their 1:1 support to be present during any conversation.

Written records must be kept of all conversations. This can include transcripts of recordings where deemed necessary or requested by the victim or parents.

8.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator(s)
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting

- Record all incidents and all action taken
- Keep in mind that certain children may face additional barriers to recording incidences because of a child's vulnerability, disability, gender, ethnicity and/or sexual orientation. Some characteristics that are not visible may not have been disclosed to the school.

8.2 *Recording sexualised behaviour*

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3 *Gather the Facts*

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions. The KCSIE (2021) has been updated to say that staff can ask children outright if they have been harmed and what the nature of this harm was. Sensitivity must be taken when asking children and the language used must be thought through to avoid unnecessary harm, perception of blame and to not be accusatory.

It is best to keep children involved separated so they are not influenced or coached to change their statements. It is also important to keep victims and alleged perpetrators apart during and after investigations, both during school and in after school activities i.e. clubs.

8.4 *Consider the Intent*

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

8.5 *Decide on your next course of action*

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If Multi Agency Safeguarding Arrangements (MASA) and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6 *Informing parents/carers*

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

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. **Points to consider**

9.1 What is the age of the children involved? This includes developmental age and understanding when working with SEND children.

How old are the young people involved in the incident and is there any age difference between those involved?

In relation to sexual exploration, touching or inappropriate behaviour, children under the age of 5 may show a particular interest in exploration at around this stage. Children at these stages are taught about privacy and respect for others with in a way that is age appropriate, so any instances relating to this must not be overlooked.

9.2 Where did the incident or incidents take place?

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

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

Can each of the young people give the same explanation of the incident? What is the effect on the young people involved? If the incident follows the definition of bullying, has it happened before? Is the version of one young person different from another and why?

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

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

9.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been dealt with and appropriately resolved? Does it warrant further investigation or has it increased in severity overtime?

10. Next Steps

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

10.1 For the young person who has been harmed

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

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc.

If many instances of the same behaviours occur within a class, year group or key stage, the school must look at implementing a whole class/year/key stage approach to tackle the behaviour and to give support for individuals who have been victimised by this behaviour.

It is imperative that members of staff recognise when the support that is necessary for a child goes further than they are qualified to give, and thus must contact the appropriate organisations in order to support the child.

For victims of peer-on-peer abuse, and child-on-child sexual violence and harassment, victims will likely find the experience distressing and it is likely to have an impact on their education.

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

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

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

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

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

In cases where children have perpetrated sexually inappropriate or explicit behaviour that is beyond their scope of understanding e.g. words or phrases they do not understand the meaning of, it is imperative for DSL's to contact appropriate agencies, as this can be a sign of sexual abuse in the child enacting these behaviours. The NHS lists the following as a sign of child sexual abuse and exploitation:

Sexually inappropriate behaviour – children who have been abused may behave in sexually inappropriate ways or use sexually explicit language.²⁸

10.3 *After care*

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

²⁸ <https://www.nhs.uk/live-well/healthy-body/spotting-signs-of-child-sexual-abuse/>

If further instances occur following this, the impact of the child must be viewed in light of previous victimisation or perpetration when looking at next steps for all children involved.

In response to sexual harassment and abuse, the DSL should also consider the likelihood that incidences have happened before without being reported and should consider if there are other victims. The DSL must also balance the victims' wishes with their need to safeguard the child e.g. you cannot promise a child that it will be a secret, but if a child is explicit that they do not want an apology from the perpetrator(s) or wish that they leave them alone in future, this can be accommodated.

The outcome of all investigations should inform how we, as a school, proceed with allegations and reports. All policies are subject to change at any time as an outcome of an investigation, allegation or report.

11. Preventative Strategies

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

PSHE and RSHE are cornerstones for preventative strategies, as making children aware of themselves and what is and is not acceptable is imperative to safeguarding. If a child does not know or understand that something is wrong, they are less likely to report it.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as humour or 'growing up' or compare a child's experiences to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. It is important for staff to understand that new laws and regulations are written to protect children and attitudes towards behaviour changes as more research comes forward. It is important to follow the guidelines and to adjust attitudes accordingly for the safety and protection of all children.

Children and young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

12. Where to go for further information

- 12.1 DfE: Statutory guidance: Working together to safeguard children, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 12.2 DfE: Statutory guidance: Keeping children safe in education, September 2020
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 12.3 DfE Guidance: Sexual violence & sexual harassment between children in schools May 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- 12.4 DfE: Searching, screening and confiscation at school, January 2018
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 12.5 DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- 12.6 DfE: Statutory guidance School exclusion, May 2020
<https://www.gov.uk/government/publications/school-exclusion>
- 12.7 DfE: Teaching Online Safety in Schools, June 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 12.8 DfE: Relationship Education and Relationship and Sex Education, July 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- 12.9 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 12.10 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 12.11 DfE: Children Missing Education, September 2016
<https://www.gov.uk/government/publications/children-missing-education>
- 12.12 DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- 12.13 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 12.14 NSPCC Safeguarding and child protection self assessment to help schools and organisations: <https://learning.nspcc.org.uk/safeguarding-self-assessment-tool>
- 12.15 UK Council for Child Internet Safety (UKCCIS)
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- 12.16 UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759004/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf
- 12.17 London Child Protection Procedures, edition 5, 2018 <http://www.londoncp.co.uk/>
- 12.18 Havering: Online CSE toolkit <https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>
- 12.19 Brook Traffic Light Tool - <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- 12.20 Gov.uk: Equality Act 2010: advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- 12.21 Key messages from research on children and young people who display harmful sexual behaviour <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- 12.22 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix A – Risk and Considerations for allegations and instances of Peer-on-Peer abuse (for person assessing incident i.e. DSL)

Basic information	
Referrer Name and role	
Referrer Contact details (email address and phone number)	

Name of school(s) for victim(s)	
Name of school(s) for child/ren alleged to have caused harm.	
Did incident occur on school premises? If not, where did the incident occur?	

CONSIDERATIONS	RISK (consider victim, child alleged to have caused harm, other pupils and staff)	RISK LEVEL (high, medium or low)	ACTIONS TO REDUCE RISK	REVISE DRISK LEVEL (high, medium or low)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
CONSIDERATIONS	RISK (consider victim, child alleged to have caused harm, other pupils and staff)	RISK LEVEL (high, medium or low)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (high, medium or low)
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				

Do they share break times? Do they share peer/friendship groups?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Next steps:

Further action taken by the school or college: Please complete for each child involved.

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		