CHILD PROTECTION AND SAFEGUARDING POLICY

September 2020

Contextualised for Sampford Peverell C of E School

Date approved by Trustees of Ventrus Multi Academy Trust	**23rd September 2020**
Review Period	**Annual**
Next Review Date	**September 2021**
Signed by Chair of Trustees Hugh Whittaker	

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).
The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their Pupil safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual

COVID-19 school response

Should Government or LA advice alter and/or new guidance issued for Sampford Peverell C of E School will review its Child Protection and Safeguarding policy and where necessary add a supporting appendix. This new addition to the Child Protection and Safeguarding policy once ratified will be shared with all staff

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1. Summary of changes since September 2019

Title Page	The word 'model' removed from title Covid 19 statement added from Keeping Children Safe in Education 2020 School statement added re: possible Covid 19 appendix to the Child Protection and Safeguarding Policy in the future
Contents	Contents list amended is response to changes made in policy
Safeguarding Statement p6 Key Personnel p6	The word 'model' removed from the title Sentence added in safeguarding statement: 'The Child Protection and Safeguarding policy underpins and guides Sampford Peverell C of E school's procedures and protocols to ensure its pupils and staff are safe.' Key personnel details converted to a table format
Terminology p7	Terminology: added 'and LA corporate parents' 2nd bullet point added 'mental and physical'
Para 1 Introduction	7th bullet point to read Keeping Children Safe in Education 2020
Para 2 Policy Principles	3rd bullet point added 'mental wellbeing'
Para 4 Values	Supporting pupils 3rd bullet point to include 'exhibiting signs of mental health problems' 4th bullet point added 'We understand the impact on a child's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.' Our school will support all pupils by: 5th bullet point added 'settings' 9th bullet point added 'By accessing and utilising the necessary resources, guidance and toolkits to support the identification of pupils requiring mental health support, support services and assessments and the subsequent systems and processes.' Prevention/Protection The school community will therefore: 3rd bullet point changed is an adult to 'there are adults' 4th bullet point last sentence rewritten to include all key transition points 5th bullet point added 'pupils and parents' and construction of sentence altered
Para 5 Safe School, Safe Staff	1st bullet point, 'Annex A' added 2nd bullet point, child protection policy amended to 'child protection and safeguarding policy' 2nd bullet point 'understood' added to 'staff…sign to say they have read it…' 3rd bullet point the word 'training' removed and replaced with 'information' 4th bullet point 'at induction removed' 6th bullet point the word 'regular' removed and replaced with 'annual' 7th bullet point, 'safeguarding' added to 'child protection policy 9th bullet point the information 'assessments and plans are recorded on the R4C system' added to Early Help reference 11th bullet point, 'safeguarding' added to the 'child protection policy' 13th bullet point, Keeping Children Safe in Education changed to '2020' and the statement 'and will sign to say they have read, understood and will abide by the information contained' added at end
Para 6 Roles and Responsibilities	Roles and Responsibilities 2nd bullet point, 'safeguarding' added to 'child protection policy' 3rd bullet point, 'safeguarding' added to 'child protection policy' 4th bullet point, Keeping Children Safe in Education changed to '2020' 6th bullet point, 'supply staff' added 9th bullet point, 'Level 3' added 10th bullet point, 'but at least annually' added The Headteacher will ensure that: 7th bullet point, 'supply staff' added The Designated Safeguarding Lead:

	1st bullet point, (including online safety) added 2nd bullet point with new statement 'will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation.' 19th bullet point, added reference to the Adolescent Safety Framework Safer Me process All School Staff New bullet point added (3rd): 'Will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms.'
Para 8 Child Protection Procedures	1st bullet point, 'Abuse can take place wholly online, or technology may be used to facilitate off line abuse.' Added New 2nd bullet point included, 'Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.' Notifying Parents 3rd para substituted violence for abuse Footnote link added to locate DCFP Threshold Tool
Para 14 Child Sexual Exploitation & Child Criminal Exploitation	First para changed to explain both CSC and CCE. Processes and procedures if CSE/CCE is suspected has been updated to include the DCFP Adolescent Safety Framework Assessment. Footnote link to DCFP Adolescent Safety Framework and Safer ME Assessment
Para 17 Honour-based Abuse	Honour Based Violence changed to Abuse Added para – new 19, Mental Health, explaining the implications and indicators for abuse
Para 19 Mental Health	Mental Health added as a new topic for Para 19, all subsequent topics are para number +1 from 2019
Para 23 Online Safety	Para 4 added Sampford Peverell C of E School will also provide advice to parents when pupils are being asked to learn on line at home and consider how best to safeguard both pupils and staff.'
Para 26 Allegations against Staff	Para 7 changed to 'Keeping Children Safe in Education 2020'
Appendix 1	Signs of abuse in pupils Additions to bullet points include: anxiousness, mental health problems, poor attendance and the change from attention-seeking behaviour to attention-needing behaviours
Appendix 3	Added information on Exploitation, (incl County Lines, CSE and CCE) including additions to the signs for exploitation.
Appendix 5	Domestic Abuse – now also contains information on Operation Encompass First para addition to 'In the long term…' of '…serious long lasting emotional and psychological impact on pupils. In some cases pupils may blame themselves for the abuse or may have had to leave the family home as a result.' Additional guidance on where to go for support added
Appendix 6	Indicators of vulnerability to Radicalisation: Further information added about the Prevent duty and Channel

2. Child Protection and Safeguarding Policy

Safeguarding Governor: Mr Sheon Sturland

Designated Safeguarding Lead: Miss Sarah Price

Status & Review Cycle: Statutory/Annual

Next Review Date: September 2021

3. Safeguarding Statement

Sampford Peverell C of E School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. The Child Protection and Safeguarding policy underpins and guides Sampford Peverell C of E school's procedures and protocols to ensure its pupils and staff are safe.

4. Key Personnel

Role	Name	Email	Telephone
Designated Safeguarding Lead (DSL)*	Miss Sarah Price	sprice@ventrus.org.uk	01884 820284
Deputy DSL(s)* *Insert rows below for more DDSL details*	Miss Jessica Dillon	jdillon@ventrus.org.uk	01884 820284
Headteacher*			
Chair of Governors*			

*Out of hours contact details will be made available to staff

5. Terminology

Safeguarding and promoting the welfare of pupils is defined as:

- protecting pupils from maltreatment;
- preventing impairment of pupils mental and physical health or development;
- ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all pupils to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific pupils who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child/pupil includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

6. Introduction

6.1 Safeguarding legislation and guidance

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

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2020
- Information Sharing 2018
- What to do if you're worried a child is being abused 2015

7. Policy Principles

The welfare of the pupil is paramount.

- All pupils regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff[1], volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a pupil is at risk of harm.
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual pupil.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with pupils etc and governors.

8. Policy Aims

- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between pupils outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of pupils should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the pupil's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those pupils.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and MASH.
- To ensure that all staff working within our school who have substantial access to pupils have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[2], and a single central record is kept for audit.

9. Values

9.1 Supporting Pupils

- We recognise that a pupil, who is abused or witnesses violence, may feel helpless and humiliated, may blame themselves, 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 pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.
- We understand the impact on a pupil's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.

Our school will support all pupils by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school;
- responding sympathetically to any requests for time out to deal with distress and anxiety;
- offering details of helplines, counselling or other avenues of external support;
- liaising and working together with all other settings, support services and those agencies involved in the safeguarding of pupils;
- notifying MASH as soon as there is a significant concern;

[2] Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is copied under confidential cover to the pupil's new setting and ensuring the school medical records are forwarded as a matter of priority;
- pupils are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety; and
- by accessing and utilising the necessary resources, guidance and toolkits to support the identification of pupils requiring mental health support, support services and assessments and the subsequent systems and processes.

9.2 Prevention / Protection

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

The school community will therefore:

- work to establish and maintain an ethos where pupils feel secure, are encouraged to talk and are always listened to;
- include regular consultation with pupils e.g. through safety questionnaires, participation in anti-bullying week, asking pupils to report whether they have had *happy/sad* lunchtimes/playtimes;
- ensure that all pupils know there are adults in the school whom they can approach if they are worried or in difficulty;
- include safeguarding across the curriculum, including PSE, opportunities which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular, this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- ensure all staff, pupils and parent are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies and their associated risks have been shared.

10. Safe School, Safe Staff

We will ensure that;

- all staff and volunteers read KCSiE Part 1 and Annex A annually and sign to say they read and understood it;
- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct)[3], child protection and safeguarding policy, behaviour policy, the safeguarding response to pupils who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read, understood and will abide by it;
- all staff receive safeguarding and child protection information, including online safety, at induction;
- all staff receive safeguarding and child protection training, including online safety, in line with advice from Devon Children and Families Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- all staff and governors have annual Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;

[3] The code of conduct should include acceptable use of technology, staff & pupil relationship boundaries and communications, including the use of social media.

- the Child Protection and Safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding policy and reference to it in the school's handbook;
- the school provides a coordinated offer of Early Help when additional needs of pupils are identified and contributes to early help arrangements and inter-agency working and plans; assessments and plans are recorded on the R4C system;
- our lettings policy will seek to ensure the suitability of adults working with pupils on school sites at any time, for example, by having evidence of DBS checks having been undertaken;
- community users organising activities for pupils are aware of the school's Child Protection and Safeguarding policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse; and
- all Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read, understood and will abide by the information contained.

11. Roles and Responsibilities

- All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct).
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publically available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's child protection and safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education (2020) Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with pupils and disqualification under the childcare act, by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers and against other pupils and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A Ventrus Director of School Improvement (DOSI), is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- The Headteacher will automatically be appointed as the Designated Safeguarding Lead (DSL), they will take lead responsibility for safeguarding and child protection and their role in relation to safeguarding and child protection, is explicit in their job description.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by DCFP or other provider every two years.
- All other staff have safeguarding training updated as appropriate; but at least annually.
- At least one member of the governing body has completed safer recruitment training to be repeated every five years.

- Pupils are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through relationship and sex education (RSE).
- Appropriate safeguarding responses are in place for pupils who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- Any weaknesses in Child Protection are remedied immediately.

The Headteacher will ensure that:

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

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection (including online safety) in the school and is a member of the SLT;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- will have the necessary knowledge and understanding to recognise possible pupils at risk of contextual and/or familial abuse or exploitation;
- encourages a culture of listening to pupils and taking account of their wishes and feelings;
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- will refer a pupil if there are concerns about possible abuse, to the MASH[4], and act as a focal point for staff to discuss concerns. Enquiries[5] must be followed up in writing, if referred by telephone;
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a pupil even if there is no need to make an immediate referral;
- will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the pupil's 25th birthday;

[4] All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.
[5] Online forms are available via Devon County Council or DCFP.

- will ensure that an indication of the existence of the additional file is marked on the pupil records;
- will ensure that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file) as soon as possible, ensuring secure transit and that confirmation of receipt is 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 DSL of the new school or college in advance of a pupil 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 pupil arrives. All transfers should be made securely;
- will liaise with the Local Authority, its safeguarding partners[6] and work with other agencies and professionals in line with Working Together to Safeguard Children;
- has a working knowledge of DCFP procedures;
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
- will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, behaviour policy, staff Code of conduct and Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately;
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council;
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help and/or Safer Me (concerns around exploitation) is appropriate; and
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead(s):

- is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Staff:

- understand that it is everyone's responsibility to safeguard and promote the welfare of pupils and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- consider, at all times, what is in the best interests of the pupil;
- will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a pupil is being abused';

[6] NPCC – when to call the police will support DSLs understand when they should consider contacting the police and what to expect when they do

- will refer any safeguarding or child protection concerns to the DSL or if necessary where the pupil is at immediate risk to the police or MASH;
- will be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without reasonable cause;
- are aware of the Early Help[7] process and understand their role within it including identifying emerging problems for pupils who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help cases; and
- will provide a safe environment in which pupils can learn.

12. Confidentiality

- Sampford Peverell c of E School recognises that in order to effectively meet a pupil's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils and that the Data Protection Act 2018[8] is not a barrier to sharing information where the failure to do so would place a pupil at risk of harm.
- All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to pupils and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a pupil to MASH with their parents /carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

13. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm or by failing to act to prevent harm. Pupils may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate off line abuse. They may be abused by an adult or adults or by another child or pupils.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a pupil may be being abused can be found in appendices 1 and 2.
- Any pupil in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
    - pupil missing from education
    - pupil missing from home or care
    - child sexual exploitation (CSE)
    - bullying including cyberbullying
    - domestic abuse

[7] Detailed information on early help can be found in Chapter 1 of Working Together to safeguard children
[8] The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse
- upskirting
- serious violence

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put pupils in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a pupil's welfare

- If staff notice any indicators of abuse/neglect or signs that a pupil may be experiencing a safeguarding issue they should record these concerns on an Expression of concern Form [Schools may have their own version of this form] and pass it to the DSL (or an electronic alert if the school uses child protection software). They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Sampford Peverell C of E School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a pupil is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the pupil the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a pupil to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that was has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A pupil who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- listen to what the pupil has to say and allow them to speak freely;
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener;
- reassure the pupil that it is not their fault and that they have done the right thing in telling someone;
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk;
- take what the pupil is disclosing seriously;
- ask open questions and avoid asking leading questions;
- avoid jumping to conclusions, speculation or make accusations;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a pupil who is being abused;
- avoid admonishing the pupil for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the pupil to mean they have done something wrong; and
- tell the pupil what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the pupil know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the Expression of Concern form in the pupil's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

14. Notifying Parents

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

However, if the school believes that notifying parents could increase the risk to the pupil or exacerbate the problem, advice will first be sought from children's MASH e.g. familial sexual abuse.

Where there are concerns about forced marriage or honour based abuse parents should not be informed a referral is being made as to do so may place the pupil at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

14.1 Making a referral

- Concerns about a pupil or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool[9].
- If a referral is needed, then the DSL should make this rapidly and systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

[9] DCFP Threshold Tool

- If after a referral the pupil's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.
- If a pupil is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

14.2 Supporting our Staff

- We recognise that staff working in the school who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

15. Pupils who are particularly vulnerable

Sampford Peverell C of E School recognises that some pupils are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some pupils.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge pupils diverse circumstances, rather than the individual pupil's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a pupil's mood, behaviour or injury might be assumed to relate to the pupil's impairment or disability rather than giving a cause for concern. Or a focus may be on the pupil's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the pupil may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some pupils may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any pupil may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a pupil who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the pupil, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered pupil;
- has an imprisoned parent;
- is experiencing mental health, wellbeing difficulties.

16. Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that pupils with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

17. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

18. Radicalisation and Extremism

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

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

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

Sampford Peverell C of E School is clear that exploitation of vulnerable pupils and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing pupils and young people from being drawn into terrorism[10].

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

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)[11].

[10] The Prevent duty

[11] Promoting Fundamental British Values

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

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

19. Domestic Abuse

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

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

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

Living in a home where domestic abuse takes place is harmful to pupils and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Pupils who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a pupil suffering or witnessing domestic abuse (See Appendix 5).

20. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a pupil into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and pupils or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when the activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More definitions and indicators are included in Appendix 3.

Any concerns that a pupil is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. Sampford Peverell C of E School is aware there is a clear link between regular school absence/truanting, CSE and CCE. Staff should consider a pupil to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the pupil and parents to assess this risk.

The DSL will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment[12] on all occasions when there is a concern that a pupil is being or is at risk of being sexually or criminally exploited or

[12] DCFP Adolescent Safety Framework info and Safer Me Assessment

where indicators have been observed that are consistent with a pupil who is being or who is at risk of being sexually or criminally exploited. The Safer Me Assessment will indicate to the DSL whether a Safer Me Early Help approach or referral to the Exploitation Hub is required. If the DSL is in any doubt they will contact MASH consultation.

In all cases if the assessment identified any level of concern the DSL should contact their local MACE[13] (Missing & Child Exploitation) and email the completed Safer Me assessment along with a MASH enquiry form. If a pupil is in immediate danger the police should be called on 999.

Sampford Peverell C of E School is aware that a pupil often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the pupil may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Sampford Peverell C of E School includes the risks of sexual and criminal exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

21. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police[14] .

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

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

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

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

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

[13] DCFP MACE guidance

[14] FGM procedural information

22. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage 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. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with MASH.

23. Honour-based Abuse

Honour based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

24. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

Sampford Peverell C of E School are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

25. Mental Health

Staff will be aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of pupils and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic ACE's and experiences of abuse and neglect can impact on a pupil's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If

staff have a mental health concern about a pupil that is also a safeguarding concern they will share this with the DSL or deputy.

26. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a pupil for a period of 28 days or more, with the agreement of the pupil's parents. It applies to pupils under the age of 16 or 18 if the pupil is disabled. Pupils looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and pupil may be privately fostered at any age.

Sampford Peverell C of E School recognise that most privately fostered pupils remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the pupil has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify MASH of the circumstances.

27. Looked after pupils and previously looked after pupils

The most common reason for pupils becoming looked after is as a result of abuse and neglect. Sampford Peverell C of E school ensures that staff have the necessary skills and understanding to keep looked after/previously looked after pupils safe. Appropriate staff have information about a pupil's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the pupil and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after pupils and the DSL have details of the pupil's social worker and the name and contact details of the Devon County Council's virtual school head for pupils in care.

The designated teacher for looked after pupils works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after pupils in the school and meet the needs in the pupil's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

28. Pupils Missing Education

Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for pupils and students where reasonably possible. A pupil going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where pupils go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities[15].

Staff must be alert to signs of pupils at risk of travelling to conflict zones, female genital mutilation and forced marriage.

[15] CME Statutory Guidance for Local Authorities

29. Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and ooVoo.

Unfortunately, some adults and other pupils use these technologies to harm pupils. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing pupils to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Sampford Peverell C of E School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

Sampford Peverell C of E School will also provide advice to parents when pupils are being asked to learn on line at home and consider how best to safeguard both pupils and staff.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Miss Sarah Price.

30. Child on Child Sexual violence and sexual harassment

The DSL, Governing Body/Board and Head Teacher will take due regard to Section 5, KCSiE 2020

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

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – pupils under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Pupils and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Upskirting – which 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.
- Serious Youth Violence[16] – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that pupils are at risk from, or involved with serious violence and crime.

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

[16] Preventing youth violence and gang involvement

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

Sampford Peverell C of E School aims to reduce the likelihood of peer on peer abuse through;

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

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

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

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

31. Youth produced sexual imagery (sexting) [17]

The practice of pupils sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given pupils the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'[18] .

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

[17] Youth refers to anyone under the age of 18

[18] Sexting in schools and colleges

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

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

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

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

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

In applying judgement the DSL will consider if;

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

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

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

32. Allegations against staff

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

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[19].

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher[20] .

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[21] at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Director of School Improvement (DOSI) who will consult the LADO as above, without notifying the Headteacher first.

The school will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2020 and the school's Managing Allegations policy and procedures.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Directors of School Improvement (DOSI).

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

33. Whistle-blowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

[19] Refer to "Guidance for Safe Working Practice"
[20] Chair of Governors in the event of an allegation against the Headteacher
[21] Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gov.uk

34. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a pupil may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context or working with pupils, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

35. Confidentiality, sharing information and GDPR

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

School staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging, or where a pupil is already known to local authority pupils's social care. CPOMs will be used as a tool for storing and sharing concerns about the safety and welfare of pupils.

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

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact children's social care if they are concerned about a pupil.

Child protection information will be stored and handled in line with the Data Protection Act 2018 [22] and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

Information sharing is guided by the following principles:

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

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

[22] The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

36. This policy also links to our policies

- Behaviour
- Staff Behaviour Policy / Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Physical intervention
- E-Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Intimate Care
- Radicalisation and Extremism
- Data Protection/GDPR Guidance

Appendix 1 - Recognising signs of child abuse

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Pupils:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the pupil may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid pupil health promotion services and treatment of the pupil's episodic illnesses
- Have unrealistic expectations of the pupil

- Frequently complain about/to the pupil and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to pupils when individuals, previously known or suspected to have abused pupils, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their pupil is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Pupils can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small pupils
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older pupil.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a pupil getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small pupil, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile pupils rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a pupil and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school pupils
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a pupil to talk about and full account should be taken of the cultural sensitivities of any individual pupil/family.

Recognition can be difficult, unless the pupil discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the pupil's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A pupil seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of pupil to grow within normal expected pattern, with accompanying weight loss
- Pupil thrives away from home environment
- Pupil frequently absent from school
- Pupil left with adults who are intoxicated or violent
- Pupil abandoned or left alone for excessive periods

Appendix 2 - Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include pupils and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or pupils. Staff should be vigilant 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)
- initiation/hazing type violence and rituals
- upskirting

Developmental Sexual Activity

Encompasses those actions that are to be expected from pupils and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some pupils, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of pupils and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol "Working with Sexually Active Young People" available at www.devon.gov.uk/safeguarding by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Appendix 3 - Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines)

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

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of ‘deal line.’

Exploitation is an integral part of the county lines offending model with pupils ad vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Appendix 4 - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act1 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

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

4 types of procedure:
Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?
Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

- Pupil talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the pupil's sibling has undergone FGM

- Pupil talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a pupil has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

Appendix 5 - Domestic Abuse (incl Operation Encompass)

How does it affect children?

Pupils can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on pupils. In some cases pupils may blame themselves for the abuse or may have had to leave the family home as a result.

What are the signs to look out for?

Pupils affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a pupil, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: https://new.devon.gov.uk/dsva/

If you are concerned about a child or young person in Devon please contact the Multi-Agency Safeguarding Hub (MASH) on 0345 155 1071 or email mashsecure@devon.gov.uk.

If you are concerned about an adult (aged 16+) in Devon please complete the Risk Identification Checklist (Safelives DASH RIC) to identify the level of risk which support service to refer them too, and follow the advice on the MARAC page for all levels of risk.

If you are concerned about a vulnerable adult please contact Care Direct on 0845 155 1007 (8am – 8pm Monday to Friday and 9am – 1pm on Saturdays) In an emergency, please contact the Emergency Duty Service 0845 6000 388 or email csc.caredirect@devon.gov.uk.

Splitz Support Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email admin@splitzdevon.org

SAFE (Stop Abuse For Everyone) is a charity based in Exeter providing help and support to pupils and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email hello@safe-services.org.uk (Monday to Friday, 9am – 5pm)

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge https://www.refuge.org.uk/

Operation Encompass helps police and schools work together to provide emotional and practical help for pupils. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are pupils in the household before registration the next day.

Appendix 6 – Indications 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 British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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.

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.

Pupils 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.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from 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 / pupil'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 student / pupil 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;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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;
- 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.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being draw into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

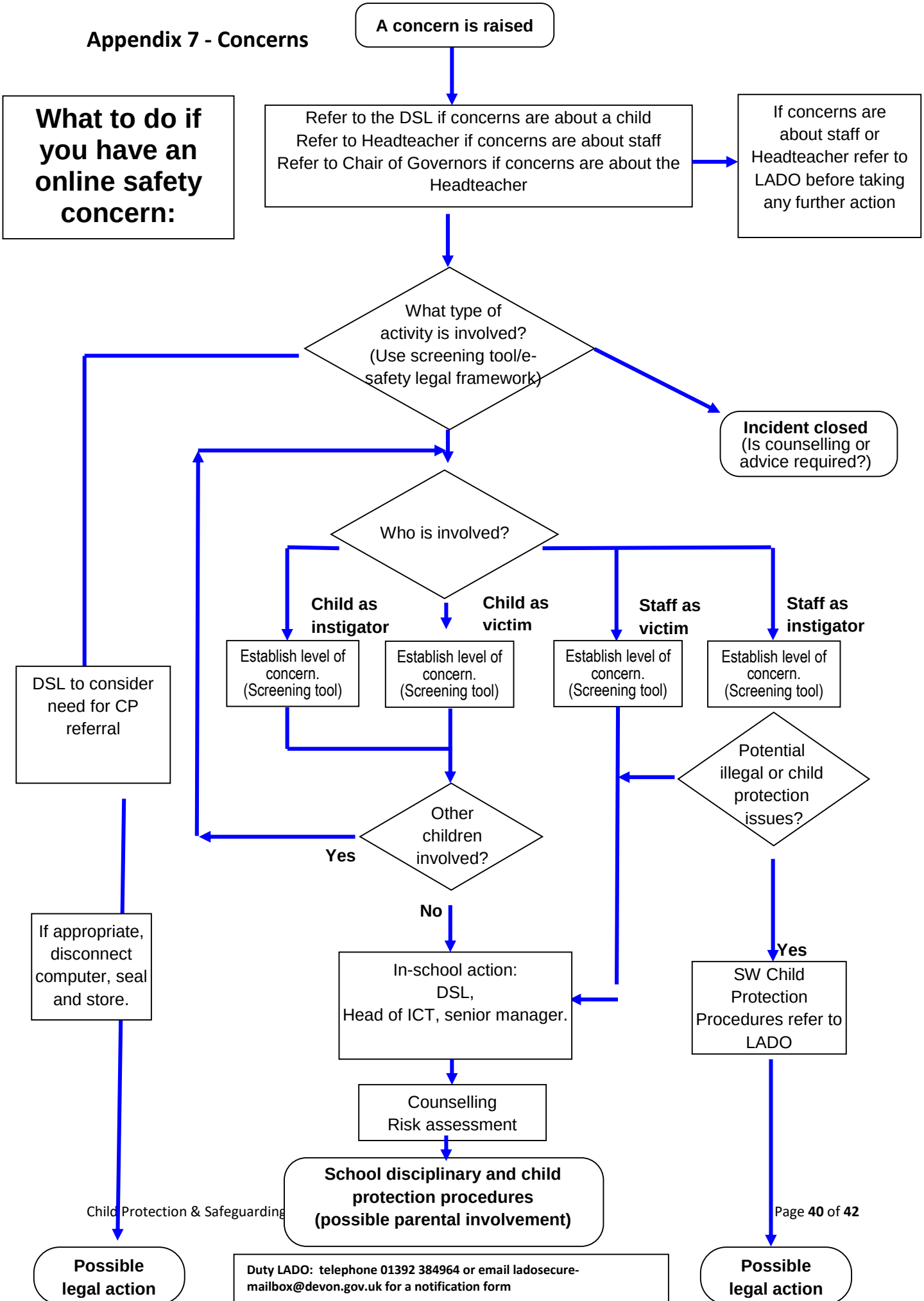
The Prevent Duty can be accessed via this link. (school specific para's 57-76)

The Prevent Duty, for Further Education Institutions

Guidance on Channel https://www.gov.uk/government/publications/channel-guidance

Further information can be obtained from the Home Office website.

Appendix 7 - Concerns



Appendix 8 - Further advice on child protection

NSPCC: http://www.nspcc.org.uk/

Childline: http://www.childline.org.uk/pages/home.aspx

Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

Beat Bullying: http://www.beatbullying.org/

Childnet International –making the internet a great and safe place for pupils. Includes resources for professionals and parents http://www.childnet.com/

Thinkuknow (includes resources for professionals and parents) https://www.thinkuknow.co.uk/

Safer Internet Centre http://www.saferinternet.org.uk/

Transgender http://www.mermaidsuk.org.uk/

Schools transgender toolkit

Intercom trust transgender guidance

Appendix 9 – mash contact details

mash
multi-agency safeguarding hub
safeguarding is everybody's responsibility

For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

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

Emergency Duty Team out of hours **0845 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

https://new.devon.gov.uk

Early Help Team

Senior Manager: TBC
Manager Exeter and South: TBC
Manager Mid & East: Ian Flett 07815 562 370
Manager South & West: Karen Hayes 07854 253424
Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox
North: earlyhelpnorthsecuremailbox@devon.gov.uk
Mid & East: earlyhelpmideastsecuremailbox@devon.gov.uk
South & West: earlyhelpsouthsecuremailbox@devon.gov.uk
Exeter: earlyhelpexetersecuremailbox@devon.gov.uk

For emergencies outside of office hours please call:
0345 600 0388 or 0845 600 0388