

Stratford Preparatory School

Child Protection and Safeguarding policy (Whole School Policy, including EYFS)

Designated Person/s responsible for Child Protection:

Principal: Mrs C Quinn as Proprietor of the School

Designated Safeguarding Lead for whole school including the Early Years: N Musk (Headmaster)

Deputy Safeguarding Lead for EYFS: L Maher (Head of EYFS)

School Contact Telephone Number 01789 297993

Emergency Contact Telephone Numbers: 07880 255 219 / 07879 633 003

Date of latest review: September 2018

Policy Status: Statutory

Policy Review Cycle: Annual

Next Review Date: September 2019

Stratford Preparatory School takes seriously its responsibility under Section 157 of the Education Act 2002 and is committed to safeguarding and promoting the welfare of children and expects all adults working in school whether in a paid or voluntary capacity to share this commitment.

CONTENTS

1. Introduction
2. Safer Recruitment and Selection
3. Definitions
4. Accountability
5. Role and responsibilities of all staff
6. Role and Responsibility of Designated Safeguarding Lead
7. Training and Support for Staff
8. Procedures regarding safeguarding concerns
9. Early Intervention / Common Assessment Framework
11. Looked after children
12. Confidentiality
- 13 Record keeping
14. How Parents will be informed of schools responsibility in respect of Child Protection
15. Managing Allegations against staff
16. Whistleblowing
17. Staff Code of Conduct
18. Other Policies and Procedures relating to Child Protection
19. Proactive Safeguarding
20. Safeguarding Children who are Vulnerable to Extremism

Appendices

1. Signs and indicators of abuse
2. Making a Referral

To safeguard and promote the welfare of children.

To provide a secure framework for staff to work within and to set out clearly the responsibilities of the adults working within school in relation to safeguarding.

To support the ethos and values of our school.

To explain how Stratford Preparatory School will respond to relevant legislation and practice.

Stratford Preparatory School will prevent abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Children and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and senior management team, including the Principal, and are able to report and seek advice and guidance on any safeguarding concerns.

1.0 Introduction

1.1 The welfare of children attending Stratford Preparatory School is our paramount concern. The school will always consider the best interests of the child. We recognise that in their day to day contact with children, staff are well placed to recognise outward signs of harm to children.

1.2 Some children may come to us having experienced abuse or are suspected of experiencing abuse. The WSCB 'Safeguarding Inter-Agency Procedures' via the WSCB website, outlines the action that must be taken by schools when faced with both clear cases of abuse or when dealing with concerns, suspicions or allegations.

1.3 Safeguarding is everyone's responsibility at Stratford Preparatory School. Anyone can make a referral to children's social care. Stratford Preparatory School does not operate in isolation but within the framework of multiagency collaboration. The procedures operating both nationally and locally require multi-professional input but the investigative process is carried out by the Police and Children's Social Care Departments and not by schools.

1.4 As part of our safeguarding ethos, Stratford Preparatory School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Stratford Preparatory School ensures that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

1.5 Under Duties imposed as part of the Prevent Duty Guidance 2015, Stratford Preparatory School will ensure that situations are suitably risk assessed , that they will work in partnership with other agencies, that all staff are suitably trained and that IT (Computing) policies will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

1.6 Stratford Preparatory School works to the legislative and non- legislative guidance Working Together to Safeguard Children July 2018 , follows procedures set out by Warwickshire Safeguarding Children Board (WSCB) and also takes account of guidance issued by the Secretary of State e.g. Keeping Children Safe in Education September 2018.

1.7 Legislative framework

The Children Act 1989 - introduced the core principle that the welfare of the child is of paramount importance. In meeting this requirement we must ensure that children are protected from significant harm. Local Authorities have a duty to investigate where children are suffering or likely to suffer significant harm and partner agencies have a duty to assist.

The Children Act 2004 - placed a duty on each local authority to make arrangements with relevant agencies to cooperate to improve the wellbeing of children; and to establish Local Safeguarding Children Boards.

Section 175 of the Education Act 2002 - requires Local Education Authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, those bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make.

UN Convention on the Rights of the Child 1989 – Ratified in UK 1991

Equality Act 2010-brings together a number of different equality laws in order to make equality law simpler and easier to understand

Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012

Counter – Terrorism and Security Act (2015)

Childcare Act 2006; Childcare (Disqualification) Regulation 2009

Children and Families Act 2014

and with reference to the following key documents:

Working Together to Safeguard Children (July 2018) - provides the most up to date statutory guidance in interagency working and a source of helpful non statutory research and information to aid practitioners.

Keeping Children Safe in Education (September 2018)

This guidance replaces Safeguarding Children and Safer Recruitment in Education (2016) Dealing with allegations against Teachers and other staff 2012.(The DFE website states that this is an archived document and is replaced by this document) and must be read in conjunction with Working Together 2015.

What to do if you are worried a child is being abused. (2015)

Prevent Duty Guidance (2015)

The Prevent Duty: Departmental advice for schools and child care providers 2015.

Information Sharing: Advice for Practitioners providing safeguarding services 2015

UKCISS Sexting in Schools and Colleges: Responding to incidents and Safeguarding young people

Warwickshire Safeguarding Children Board (WSCB) ‘Safeguarding Inter-Agency Procedures’ (<http://www.warwickshire.gov.uk/wscb>)

1.8 The Child Protection and Safeguarding Policy should be viewed alongside the following other school policies which have relevance to safeguarding and promoting the welfare of children. They appear on the school website under ‘documents’ section.

- Anti- Bullying Policy
- Health and Safety Policy
- Trips and Visits Policy
- E-safety Policy
- Behaviour /Rewards Policy
- Staff Behaviour/Code of Conduct Policy
- First Aid Policy
- Attendance Policy
- Social Media Policy
- Whistleblowing Policy

1.9 Safeguarding is everybody’s responsibility and, as such, this policy applies to all staff and volunteers working in the School. An allegation,

disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or

welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

1.10 This policy applies to all staff (including paid staff and volunteers, permanent / temporary / ancillary / supply contracts), the Principal and students on placement.

2. Safer Recruitment and Selection

The school pays full regard to DfES guidance 'Keeping Children Safe in Education' KCSIE (Sept 2018). We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSIE (Sept 2018) is adhered to in terms of scrutinising applicants and DBS checks, appropriate to the level required. For this we use the Department of Education's (DfES) separate statutory guidance on supervision and regulated activity.

The school is committed to keeping an up to date Single Central Record (SCR) or Register which cover the following people:

- All staff (including supply staff) who work at the school.
- All others who work in regular contact with children in the school, including volunteers.
- (for independent schools/academies/free schools) all members of the proprietor body).

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the check were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made. Please refer to our Recruitment policy.

Catherine Quinn (Principal)
Neil Musk (Headmaster)
Lisa Quinn (School Manager)

The above named people have undertaken Safer Recruitment Training within the last 5 years, and at least one of the above will be involved in the staff and volunteer appointments and arrangements (including, where appropriate, contracted services). The identity of both the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead is shared during induction.

3.0 DEFINITIONS

All definitions detailed below are taken from Working Together to Safeguard Children 2018.

3.1 Child A child is anyone who has not yet reached their 18th birthday.

3.2 Safeguarding

Safeguarding is:

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

3.3 Child Protection

A part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

3.4 Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those knowing them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. Abuse of children can take a variety of forms, as described below:

3.5 Physical Abuse

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

3.6 Emotional Abuse Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development It may involve: conveying to children that they are worthless or

unloved, inadequate, or valued only insofar as they meet the needs of another person.

- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyberbullying),
- causing children frequently to feel frightened or in danger,
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

3.7 Peer on peer abuse

All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.' All peer on peer abuse is unacceptable and will be taken seriously. Different forms of abuse can include:

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

3.8 Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

3.9 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Further information regarding the signs and indicators of abuse can be found in Appendix 2 (including indicators of sexual harassment and sexual violence).

3.10 Child Sexual Exploitation

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

Stratford Preparatory School follows the WSCB CSE Protocol (available from the WSCB website) and acknowledges that preventing sexual abuse in the form of CSE forms part of the Warwickshire Safeguarding Children Board priorities.

3.11 Female Genital Mutilation

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is

carried out and in later life. In England ,Wales and Northern Ireland ,the practice is illegal under the Female Mutilation Act 2003. Further information regarding the signs and indicators of abuse can be found in Appendix 2 (including indicators of Forced Marriage, Honor Based Violence and Vulnerabilities to Extremism).

3.12 SEND – Vulnerable Children

The school recognises the additional vulnerability of pupils with SEND. It is the duty of all members of staff to be alert to peers taking advantage of their naivety and ensure that appropriate friendship groups are formed.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a specific legal duty on teachers who **must** report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s Designated Safeguarding Lead and involve children’s social care as appropriate.

4.0 ACCOUNTABILITY

If at any point there is a risk of immediate serious harm to a child a referral should be made to children’s social care or the police immediately. Anybody can made a referral.

4.1 All staff and volunteers working in the school, are responsible for the operation of this policy.

4.2 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead. This must be done immediately that the disclosure/suspicion is made/arises. A Green Form C

Part 1 (located in all rooms) should also be completed, which is then held by the Designated Safeguarding Lead.

4.3 The Designated Safeguarding Lead has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering, or likely to suffer, significant harm. The school would not investigate allegations before speaking with the DO.

4.4 Parents will be informed of any referrals made to Children's Social Care and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in case of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator, or Forced Marriage). Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.

4.5 The Designated Safeguarding Lead may contact Children's Social Care for advice, if unsure as to whether a referral is appropriate.

4.6 The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.

4.7 The Designated Safeguarding Lead will make every effort to attend any meetings resulting from the safeguarding process to which the School is invited.

4.8 The Designated Safeguarding Lead will ensure that the school is represented by an appropriate member of staff should a Child Protection Conference be convened. The Designated Safeguarding Lead will ensure that this member of staff is fully briefed as to the expectations regarding attending conference, including the decision making requirement. Reports using the agreed Local Authority Conference template will always be submitted to Conference in advance.

4.9 The Designated Safeguarding Lead is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.

4.10 The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead must complete all safeguarding training relevant to their role, including Working Together to Safeguard Children July 2018. This level of training must be up-dated at least every two years.

4.11 All staff working in the school must be given a copy of the Child Protection and Safeguarding Policy during the application process.

4.12 All staff working in the school must undergo safeguarding children training appropriate to their role as part of their induction and at a minimum of every three years thereafter.

4.13 The Principal will undergo Safeguarding training specific to her role and responsibilities annually.

4.14 A summary of safeguarding cases that have been dealt with by the school will be reported to the Principal on an annual basis.

4.15 The Principal shall be responsible for ensuring that the school has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.

4.16 The Principal / Headmaster will ensure that the school operates safer recruitment procedures including:

- at least one member of every recruitment panel having completed approved Safer Recruitment training
- appropriate DBS checks completed for staff (including Barred List checks and teacher prohibition checks where appropriate)
- appropriate checks made regarding staff whose duties fall within the Childcare (Disqualification) Regulation 2009
- the maintenance of an accurate Single Central Record

5.0 ROLES & RESPONSIBILITIES OF STAFF

5.1 Through regular contact with children, all staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead.

5.2 Staff will ensure that they are able to recognise possible indicators of abuse and neglect and know who to report their concerns to They will also ensure that they are aware of the possibility of peer on peer abuse.

5.3 Staff will report any safeguarding concerns to the Designated Safeguarding Lead without delay and in a timely fashion. Verbal reporting of concerns will then be followed up in writing within 24 hours.

5.4 Staff will ensure that they record their concerns using the school's standard recording format in a contemporaneous fashion, clearly noting the difference between fact and opinion and where the information has come from.

5.5 Staff will ensure that concerns relating to a child remain confidential and are only shared with the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead.

5.6 Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our children.

5.7 Staff will develop effective links with other agencies in the interests of child welfare.

5.8 All Staff must attend in-service Safeguarding training annually and will attend further update training as appropriate.

5.9 Staff will ensure that they are familiar with and understand all school safeguarding related policies and procedures.

6.0 Role and Responsibility of the Designated Safeguarding Lead

Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to Children's Social Care (MASH) as required
- support staff who make referrals to our local authority
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- liaise with the Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required. Liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff.

Training

The DSL (and Deputy) undergo training, in accordance with locally agreed procedures, (including the LSCB's approach to Prevent duties) to provide them with the knowledge and skills to carry out the role, such that they can provide support and advice to others. This training is updated at least every two years. The DSL and DDSL keep informal supplementary training up-to-date at least annually.

In addition to the formal training set out above, knowledge and skills are refreshed at regular intervals (might be via e-bulletins, meeting other DSL's), as required, but at least annually to understand and keep up with any developments relevant to the role. This is so the DSL can:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to them effectively when required to do so;
- ensure each member of staff has access to and understands the school child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and are confident they have the relevant knowledge and up to date capability required to keep children safe whilst they are online in school;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident in their capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The DSL should:

- ensure the school child protection policies are known, understood and used appropriately
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Principal regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Protection File

The DSL ensures where children leave the school their child protection file is transferred to the new school as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the DSL (or the Deputy) will always be available (during school hours) for staff in school to discuss any safeguarding concerns.

The Designated EYFS Safeguarding Lead (The Deputy Designated Safeguarding Lead)

They will:

- Inform OFSTED of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in relation to such allegations.
- Inform OFSTED of the abuse (via the ISI office) as soon as is reasonably practicable and certainly within 14 days.

Stratford Preparatory School also acknowledges the obligation of registered providers to notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification will be made as soon as is reasonably practicable but in any event within 14 days of the incident occurring. Local child protection agencies will also be informed of

any serious accident or injury to, or the death of, any child while in the care of the School, and the School must act on any advice given by these agencies.

The Principal / Proprietor

This person ensures the following:

- Appoints a Designated Safeguarding Lead who is a member of the Senior Management Team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Appoints a Deputy Designated Safeguarding Lead.
- Ensures that the DSL role is explicit in the role holder's job description.
- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with WSCB and statutory requirements, reviewed annually and made available publicly on the school's website and by other means on request.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headmaster and Principal and allegations against other children.
- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations.
- Develops a training strategy that ensures all staff, including the Headmaster receive information about the school's safeguarding arrangements, staff behaviour code of conduct, and the role of the DSL on induction and appropriate child protection training, which is regularly updated in line with any requirements of the WSCB and that the DSL receives refresher training at 2 yearly intervals.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy, the Staff Behaviour Policy (Code of Conduct) and a copy of Keeping Children Safe (September 2018) Part 1 and Annex A before they start work at the school.
- Ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection including the staff code of conduct.
- Ensures that the school contributes to inter agency working and plans.
- Participates in the CAF process and offers to initiate CAFs for pupils with additional needs in order to provide a co-ordinated offer of early help
- Teaches pupils about safeguarding, including how to keep

themselves safe at all times including online as part of a broad and balanced curriculum.

7.0 TRAINING AND SUPPORT FOR STAFF

7.1 The school provides the Child Protection Designates the opportunity to attend multi-disciplinary training courses, at a minimum of every two years. Staff will ensure that they attend safeguarding training appropriate to their role at least every three years in order to ensure they are able to recognise the possible indicators of abuse and neglect and know who to report their concerns to.

7.2 In-service training will be given to all new staff and volunteers as part of the staff induction programme. All volunteers in regulated activity have regular child protection training alongside staff.

7.3 All staff are given and required to read Part 1 KCSIE (every time it changes) and those staff who work directly with children are also given and required to read Annex A.

7.4 Induction training for new staff, temporary staff and volunteers includes the whistle-blowing policy and the acceptable use of technologies policy.

7.5 Staff will ensure they are familiar with and understand all school safeguarding related policies and procedures.

7.6 Staff with safeguarding experience may contribute to writing the Child Protection and Safeguarding Policy

8.0 Procedures to follow if a child makes a disclosure.

8.1 Staff in school should not themselves investigate possible abuse or neglect. All school staff and volunteers have a key role to play by identifying overt signs and symptoms of possible abuse and referring concerns about those issues via the Designated Person (Mr Neil Musk- Designated Safeguarding Lead) to children's social care, providing information for police investigations and by contributing to assessments where necessary.

8.2 Children will arrive in school with a range of injuries common to everyday living. Many of these injuries are normal 'wear and tear' and should receive the usual attention you would administer in loco parentis. However on occasions due to the location of some injuries, the number and frequency of

injuries, or the look of a particular injury we may be unsure as to whether a child has received such injuries accidentally or as a result of abuse. Any suspicious injury must be reported to the Designated Safeguarding Lead (Mr Neil Musk) without delay along with the child's explanation.

8.3 In some cases, Education Welfare Officers, School Health Professionals, Educational Psychologists, and other professionals from support services, will be the first to identify possible abuse. If the child or young person is on the role of the school, the Designated Safeguarding Lead (Mr Neil Musk) should be informed and work collaboratively thereafter.

8.4 All educational personnel who come into contact with children should strive to create an atmosphere in which children should feel able to disclose information.

- Always share any concerns about a child with the Designated Safeguarding Lead (Mr Neil Musk) at the earliest opportunity and inform the child you plan to do this.
- Observe injuries, but do not ask a child to remove or adjust their clothing to observe them.
- Deal with possible abuse by one or more child against another child; referrals should be made to the local safeguarding agency. The victim will be supported and the term 'banter' not accepted.

Recording Information

Handwritten logs of incidents, disclosures or concerns must be recorded on the appropriate 'Logging a concern' Green Form C Part 1 (located in both the Staffroom and classrooms) and passed to the Designated Safeguarding Lead (Mr Neil Musk) immediately.

A careful and accurate written record must show:

- Your observations
- What the child said (use the child's exact words)
- Dates
- Times
- Professional opinion of the child's presentation and demeanour
- Names of people with whom you have discussed your concerns
- Advice which you have received
- Always include your signature

The Designated Safeguarding Lead (Mr Neil Musk) must complete Part 2 of Form C and ensure that the information is stored in the child's personal file within a secure child protection file. Any original notes must be kept and passed on to the DSL. All referrals to Social Services must be followed up within 24 hours in writing using the online Multi Agency Referral Form (MARF).

- Notes must be made as soon as is reasonably possible after an observation has been made, and in writing on schools Incident /Concerns form within 24 hours. They may be required as factual evidence in any subsequent court proceedings. Notes which are not made at the time would be inadmissible as corroborative evidence.
- Original notes should always be kept (these 'first notes' might be required by the police as part of an investigation which could proceed to court.)

N.B. If a professional opinion is recorded it should be clearly identified as such. Concerns expressed by a child's friends must also be brought to the attention of the Designated Safeguarding Lead (Mr Neil Musk).

If a pupil starts to tell you something, which you think could be of a child protection nature, listen but do not interrogate for detail. It may undermine any investigation by police or Children's Social Care if it looks as though a child was led to give their answers.

Receive

- Listen and display open body language.
- Take what the child is saying seriously.
- Avoid saying things like, 'you should have told me earlier' or 'why did he hit you?' This could feed a child's guilt implying that this is in some way their fault.
- Avoid 'interrogating' them – let them tell in their own way as far as possible. If you need to clarify a point, ask 'open' questions, i.e. 'tell me about, can you describe...' "Explain what you mean by" It may help to think of these as TED, Tell me. Explain, Describe.

Reassure

- Stay calm.
- Reassure the pupil that they have done the right thing by telling you and acknowledge that it can be difficult telling someone about this sort of thing.
- Reassure them that they are not to blame, but also avoid blaming the alleged perpetrator.
- Empathise with the pupil, but don't tell them how they should be feeling.
- Remember that you cannot promise confidentiality but explain that you will have to pass it on to the Designated Safeguarding Lead who will then decide what to do.
- Avoid promising that everything will be okay from now on – it possibly won't be.

React

- Try not to look shocked, upset or angered.
- Explain what you have to do next.
- Take responsibility for following things through and reporting to the Designated Person in the agreed timeframe.
- Avoid laying blame or criticising either the child or the perpetrator

Get support for yourself if needed, dealing with disclosures can be distressing. Talk to the Designated Safeguarding Lead (Mr Neil Musk) about arranging this.

9.0 EARLY INTERVENTION/ COMMON ASSESSMENT FRAMEWORK

9.1 Stratford Preparatory School recognises that some children need early intervention and support services and is committed to the early identification of such needs.

9.2 In order to best support our children and families, Stratford Preparatory School will participate fully in the Early Intervention/CAF process and will take on the role of Lead Professional where appropriate.

9.3 The recognised method of providing early intervention and support in Warwickshire is the multi-agency Common Assessment Framework (CAF) process. CAF is a fourstep process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or their parent/carer, raises a concern with a member of staff
- A child's needs are unclear, or broader than the member of staff's service can address.

9.4 The process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory.

10 LOOKED AFTER CHILDREN

10.1 Stratford Preparatory School recognises the most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked after child potentially remains vulnerable.

10.2 The Designated Safeguarding Lead is the designated teacher who works with local authorities to promote the educational achievement of registered children who are looked after. On commencement of sections 4 to 6 of the Children and Social Worker Act 2017, the Designated Safeguarding Lead is also responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

10.3 The Designated Safeguarding Lead works with the virtual school head (has their name and name of the authority that looks after the child) to discuss how funding (where relevant) can be best used to support the looked after child in school and meet the needs identified in the child's personal education plan. The Designated Safeguarding Lead also works with the virtual school head to promote the educational achievement of previously looked after children.

10.4 The Designated Safeguarding Lead has the details of the child's social worker.

10.5 The Designated Safeguarding Lead ensures that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

11.0 CONFIDENTIALITY

11.1 Stratford Preparatory School recognises that all matters relating to child protection are confidential.

11.2 The Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need to know basis only. Guidance about sharing information can be found in the 2015 document "Information Sharing: Advice for Practitioners providing safeguarding services 2015"

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

11.4 All staff must be aware that they cannot promise confidentiality to a child which might result in the child's safety or wellbeing being compromised.

11.5 Stratford Preparatory School will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

11.6 Stratford Preparatory School recognises that children's welfare is our paramount concern and therefore will use the paramount principle (Section 1 of the Children Act 1989) in order to inform some decisions regarding information sharing.

12.0 RECORD KEEPING

12.1 Good practice at Stratford Preparatory School includes...

- Having a clear and well known procedure for record keeping. All safeguarding concerns should be recorded on a Green Form C Part 1 (located in all classrooms / staffroom) Staff making the record will ensure they clearly distinguish between fact and opinion and whether the information is 1st or 2nd hand. Records will clearly evidence the voice of the child and will always be written contemporaneously. This will be passed to the Designated Safeguarding Lead immediately and stored in a Child Protection file which is kept separate to the pupil file.
- All referrals to Social Services must be followed up within 24 hours in writing using the online Multi Agency Referral Form (MARF).
- Making sure child protection records are secure and stating who has legitimate access to them.
- A system for recording concerns about an individual and communicating these concerns to those who need to know. Files should be organised in Year and chronological order and all entries be of a legible manner and dated. There should be a chronology of events kept on file to enable the Designated Safeguarding Lead to have an overview of the case.
- Individual child protection files will be archived and retained until a child's 25th birthday.
- A system for collating evidence for Child Protection Conferences and other such meetings. All child protection records for individual children will be stored in an individual file, separate to the main school file in a locked cupboard. These records will be accessible only to the Designated Safeguarding Lead.

When a pupil transfers to another school

- If the pupil is on the child protection register, their Social Worker will be contacted by the DSL and informed of the transfer.
- When the child changes schools within the authority, child protection records will be passed onto the DSL at the receiving school.
- When the child is moving to another authority, or independent school, information, including concerns, will be passed on to the next school's DSL. Case conference minutes are not transferred but the date, name

of Chair, local authority and outcome will be included on the records transferred.

- The Local Authority will be informed of any child removed from the School's Admission Register under grounds listed in the Education (Pupil Registration) (England) Regulations 2006. The School will also notify the Local Authority, within 5 days, where it adds any pupil to the Admission Register at a non-standard transition point.

N.B. Contemporaneous notes are more valid than those made at a later date. Where possible, notes should be made at the time of disclosure, dated and signed and always within 24 hours. Drawings or sketches may add to the validity of the records.

13.0 HOW PARENTS WILL BE INFORMED OF SCHOOL'S RESPONSIBILITIES IN RESPECT OF CHILD PROTECTION

13.1 Parents will be informed of the school's responsibilities in relation to safeguarding in the school prospectus, through discussion at induction and if concerns arise they will be discussed with the parent(s) carer(s) by

Designated Safeguarding Lead unless:

Sexual abuse is suspected or disclosed

Fabricated or induced illness is suspected.

The child may be placed at further risk by such discussion.

There is a significant risk to the professional themselves where to do so would impede an existing criminal investigation.

If the Designated Safeguarding Lead suspects any of the above, contact will be made with Children's Social Care, as soon as possible, without informing parents/carers.

13.2 In accordance with 'Keeping Children Safe in Education Sept 2018' a copy of the Child Protection and Safeguarding policy is available for parents to download on the school website or a paper copy is available upon request.

14.0 MANAGING ALLEGATIONS AGAINST STAFF

14.1 All school staff will be aware of and work within the school's statutory Staff Behaviour Policy / Code of Conduct and other relevant policies and procedures. The Staff Behaviour Policy / Code of Conduct will include guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

Where allegations against a staff member are made, the Headmaster (who is the Designated Safeguarding Lead) will be notified immediately. In the event that the Headmaster (DSL) is not available, or the allegation concerns him, the Principal should be contacted who will immediately contact the DO and act on their advice. Where the allegation is about the Principal, the Headmaster should be contacted who will immediately contact the DO and act

on their advice. No other members of staff will be asked to manage an allegation about another professional.

14.2 Warwickshire Safeguarding Children Board's DO (Designated Officer) procedures should be followed in all cases where it is alleged that a member of staff has:

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

14.3 Responding to the allegation in a timely and fair manner is essential. The school needs to consider what immediate actions are required to reduce any risk to children within the school. This may include the staff member being moved to a position in the school where they have no contact with children, or could include that the person is suspended from duty whilst an investigation is undertaken.

14.4 Contact should be made with the Designated Officer (DO) in Warwickshire within 24 hours of receiving the allegation. The DO will request that school complete a Consultation Form (available from the Warwickshire Safeguarding Children Board website) in order to provide advice and guidance regarding the matter. The DO will, where appropriate, arrange for a Strategy Meeting to be undertaken. In the event that the named DO is not available the school should request to speak with the Deputy DO within the Safeguarding Unit.

The contact details for the DO in Warwickshire is via the MASH on 01926 414144.

In Warwickshire, the Designated Officers are Michelle Pinnock-Ouma (Monday-Wednesday) and Susan Majeed (Thursday to Friday)

14.5 The Headmaster should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further until a conversation has taken place with the DO.

14.6 The school needs to ensure that the staff member is made aware that an allegation has been made, but should not be provided with any further details initially. They should be advised of the procedures regarding allegations and that they have appropriate support.

14.7 As a result of an investigation either through the DO process or via internal disciplinary procedures, if any member of staff is found not suitable to work with children, Stratford Preparatory School will refer the individual to the Disclosure and Barring Service (DBS) for consideration for barring. This includes where the member of staff resigns prior to conclusion of the

investigation, the member of staff is dismissed, or when the school ceases to use their service as a result of a substantiated allegation.

14.8 Useful contacts: Disclosure and Barring Service, PO Box 181, Darlington, DL1 9FA Tel: 01325 953795 Email: dbsdispatch@dbs.gsi.gov.uk

14.9 Stratford Preparatory School will not use “compromise / settlement agreements” if the member of staff is not suitable to continue in their employment with children.

15.0 Whistleblowing:

15.1 Staff who are concerned about the conduct of a colleague toward children may feel that they are placed in a difficult position. They may worry that they have misunderstood the situation and wonder whether reporting their observations and concerns may jeopardise their colleague’s career. All staff must remember that the welfare of children is our paramount concern. The whistle blowing code allows staff to report concerns made in good faith in confidence without fear of reprisals.

15.2 We cannot expect children to be able to raise concerns when adults fail to do so.

15.3 Concerns raised about a member of staff or volunteer should be reported directly to the Headmaster or in his absence to the Principal.

15.4 An allegation against the Headmaster should be made to the Principal without informing the Headmaster.

15.5 An allegation against the Principal must be reported to the DO, not the Headmaster. The Do would then advise whether it was appropriate to inform the Headmaster and at what stage. In case of serious harm, the police should be informed from the outset.

15.6 In the most serious of cases and if crime has been committed, the police must be informed.

15.7 To help staff work safely, Stratford Preparatory School has a Staff Behaviour Policy/Code of Conduct which clearly sets out the expectations of all staff and volunteers who work within the school.

15.8 Consideration is given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’, or a ‘conviction at any time for a relevant offence.’

15.7 Contact the NSPCC Whistleblowing Advice Line on 0800 028 0285
Email: help@nspcc.org.uk

16.0 Staff Code of Conduct

16.1 Staff should ensure that their behaviour and actions do not place children, or themselves, at risk or harm, or of allegations of harm to a child. To meet and maintain our responsibilities towards children, Stratford Preparatory School has agreed standards of good practice which form a Code of Conduct for all staff. The Stratford Preparatory School Code of Conduct can be found in the Staff Handbook, which is issued to every school employee. Volunteers are provided with a separate Code of Conduct on their induction to the school.

16.2 The Staff Code of Conduct includes the following guidelines:

- All staff should clearly understand the need to maintain appropriate boundaries with pupils and ensure their relationships are appropriate.
- Staff should be mindful that their use of language or conduct does not give rise to speculation or comment.
- Staff should never allow or engage in inappropriate verbal or physical contact or description. Some activities necessarily involve some physical contact with the pupil, eg. swimming lessons in the pool, first aid, sports or music tuition. Where this is the case the child's permission should be sought beforehand and the staff member should be mindful of the safe working practices (IN STAFF HANDBOOK)
- All staff ensure that when working individually with a child, they are mindful of safe working practices (eg. one-to-one lessons should take place in a windowed venue or with a door open, other staff are aware they are working on a one-to-one basis and immediate help is available if needed).
- Staff should not transport a pupil in their own vehicle unaccompanied (unless in an emergency situation).
- Staff should never engage in inappropriate electronic communication with a pupil and should not give out personal mobile telephone numbers or email address.
- All staff have the responsibility to check on visitors and guests to the School to ascertain their identity and ensure they are accompanied.

Use of personal mobile phones and cameras

- The use of mobile phones by staff is permitted in the staff room or in closed classrooms when children are not present during breaks. In addition, personal mobile phones **must not** be used

- on the school premises, or when on educational visits, unless required as a technological aid for a lesson, or for the purposes
- of school related communication (eg on a nature walk in the paddock etc).
- Where the above exceptions do not apply, mobile phones should be kept in a secure place throughout contact time with children (eg. in a handbag, drawer or cupboard. Staff members should not keep their mobile phones about their person; eg in a pocket, on their desk etc).
- Mobile phone calls may only be taken at breaks in the staff members' own time, and not in places where contact with children will take place. (eg in the staff room, **closed classrooms**)
- Members of staff or volunteer may **NOT** use their own mobile phone or personal camera to take photographs within the School or on an educational visit.
- **The Staff and Volunteer Code of Conduct contains additional information relating to the use of mobile phones and cameras.**
- **Each class is provided with a school camera. The ICT Suite is equipped with i-pads for use throughout the school. The EYFS are provided with a camera and i-pads. These must be used with specific reference to the parental permission lists, and should only be used to illustrate the learning process undertaken by the children. NO other devices are allowed to be used to photograph our children.**

17.0 OTHER POLICIES AND PROCEDURES RELATING TO THE CHILD PROTECTION AND SAFEGUARDING POLICY

Stratford Preparatory School has adopted the DCSF 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings.' A hard copy can be obtained upon request from the School Secretary. This also includes information with regard to 'whistleblowing'.

18.0 PROACTIVE SAFEGUARDING

Stratford Preparatory School recognises that the school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

Stratford Preparatory School recognises that school may provide the only stability in the lives of children who have been abused or who are at risk of harm. The school community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Promote a caring, safe and positive environment within the school
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Ensure that children are aware that there is an adequate filtering system to keep them safe when accessing the internet
- Include safeguarding across the curriculum, including PSHEE, to ensure that the children are equipped 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, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel
- Offer a positive school experience
- Ensure all staff are aware of school guidance for their use of mobile technology have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Ensure the safety of the children because assurance is gained that staff of another organisation have been checked for suitability if they supervise the school's children on a site other than the school.

19.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

19.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

19.2 Stratford Preparatory School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of

speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

19.3 Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, Stratford Preparatory School will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and that IT (Computing) policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

19.4 The School Lead (Single Point for Contact) for Prevent is: Neil Musk (Headmaster). They will link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that staff are trained to an appropriate level to ensure they are able to recognise any concerns.

19.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Stratford Preparatory School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

19.6 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are contained in Appendix 2.

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

19.8 **(Visiting Speakers Protocol)** In the unlikely event that a visiting speaker talks about any of the subjects outlined above, then the member of staff listening must immediately inform the Designated Safeguarding Lead who will terminate the speaker. All visiting speakers will be informed of this before they start speaking and will be asked to sign the appropriate risk assessment. All visiting speakers are checked as suitable and will be accompanied by a member of staff at all times during their visit.

This policy is reviewed annually according to the three year rolling plan following discussion among staff and between the Headmaster and the Principal. This will include a review of the arrangements, including the manner and effectiveness of their implementation. The Headmaster and the Principal pay particular attention to our safe recruitment practices during this review. The intention is to develop the Child Protection (Safeguarding) process further to address the continually changing and developing needs of the school.

Date: 30/8/18

Appendix 1 KCSIE (Part 1) September 2018
(TO ADD BELOW?????)

Appendix 2 - Signs and Indicators of Abuse in Children

The risk indicators described in this appendix 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 the Designated Safeguarding Lead
- May require consultation with and / or referral to Children's Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- 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 child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

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

RECOGNISING PHYSICAL ABUSE

Children will have accidental injuries. All injuries noted by staff should be responded to, regardless of whether the member of staff suspects it is an accidental injury. 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 child 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
- Absence from school (which may be used to hide injury from professionals)
- Depression and anxiety
- Aggression and violence
- Difficulties with relationships and socialising
- Trying to hide injuries (e.g. under clothing) – reluctance to get changed for PE
- Becoming distant or withdrawn
- Going missing from home
- Not wanting to go home from school

Injuries to children should always be addressed immediately in order to prevent evidence from disappearing. This is particularly pertinent in the case of visible slap / scratch marks.

Injuries caused by Physical Abuse

Bruising

- On the cheeks, ears, palms, arms and feet
- On the back, buttocks, tummy, hips and backs of legs
- Any bruising to a pre-crawling or pre-walking baby
- Multiple bruising in clusters, usually on the upper arms or outer thighs
- Bruises which look like they have been caused by fingers, a hand or an object (the outline of an object used e.g. belt marks, hand prints or a hair brush)

- 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

Burns and Scalds

- Burns on the backs of hands, feet, legs, genitals or buttocks
- Burns which have a clear shape, e.g. a cigarette burn or lineal burns
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)

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 child.

Fractures

Fractures may cause pain, swelling and discolouration over a bone. Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children 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

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 – physical, emotional and mental
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non-attachment
- Aggressive / violent behaviour
- Scape-goated within the family

- Problems with relationships and socialising
- Rebellious behaviour
- Low self-esteem and lack of confidence – can manifest as eating disorders or self-harming behaviours
- Withdrawn or seen as a “loner” – difficulty relating to others (self-isolating behaviour or negative impulsive behaviour)

RECOGNISING DOMESTIC ABUSE

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

‘Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.’

The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

The following may be indicators of emotional abuse:

- A child may blame themselves for the abuse
- A child may have had to leave home as a result of the abuse

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse signs symptoms effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

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
- Poor supervision of child
- Poor hygiene (e.g. dirty or smelly)

- Unwashed / inadequate clothing
- Untreated health problems or frequent missed medical / dental appointments
- Frequent, untreated bouts of head lice
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school / poor punctuality
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Poor school attendance / punctuality
- Withdrawn / isolated
- Problems with relationships and socialising

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 child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour
- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems
- 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

OTHER IMPORTANT AREAS TO NOTE: RECOGNISING CHILD SEXUAL EXPLOITATION (part of Sexual Abuse)

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

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- 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
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- 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
- frequent missing from home episodes

- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

SEXTING / YOUTH PRODUCED SEXUAL IMAGERY (part of Sexual Abuse)

Whilst professionals refer to the issue as “sexting” there is no clear definition of “sexting”. Many professionals consider sexting to be “sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet” yet when young people are asked “What does sexting mean to you?” they are more likely to interpret sexting as “writing and sharing explicit messages with people they know”. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

“Youth produced sexual imagery” best describes the practice because:

- “Youth produced” includes young people sharing images that they, or another young person, have created of themselves

“Sexual” is clearer than “indecent”. A judgement of whether something is ‘decent’ is both a value judgement and dependent on context

“Imagery” covers both still photos and moving videos. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. The Law Making, possessing and distributing any imagery of someone under 18 which is “indecent” is illegal. This includes imagery of yourself if you are under 18.

Specifically: It is an offence to possess, distribute, show and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. The types of incidents which this covers are:

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

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery. This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships.

Often, young people need education, support or safeguarding, not criminalisation. Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result it is expected that: All members of staff should be able to recognise and refer any disclosures of incidents of this nature.

All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. If staff have any concerns re: sexting or any disclosures are made, they should always follow the school's safeguarding procedures and refer to the Designated Safeguarding Lead. They should never view any images themselves.

The decision to view imagery should be based on the professional judgement of the Designated Safeguarding Lead and should always comply with the child protection policy and procedures of the school.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery the Designated Safeguarding Lead would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the Designated Safeguarding Lead should:

- Never copy, print or share the imagery; this is illegal;
- Discuss the decision with the Principal;
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or the Deputy Designated Safeguarding Lead.
- Wherever possible ensure viewing takes place on school premises, ideally in the Headmaster's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.
- Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

It is important for all staff to recognise that children can and sometimes do abuse their peers in this way. The Sexual Offences Act 2003 refers to sexual offences as:

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

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

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

Consent is about having the freedom and capacity to choose. Consent may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Signs of sexual harassment include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos of a sexual nature; and
- Online sexual harassment. This may stand alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation, coercion and threats

If there are suspicions regarding Sexual Violence or Sexual Harassment following talking to the child, it is essential that school takes action without delay. The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim should never be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should inform the Designated Safeguarding Lead immediately. The referral process will be followed.

Additional information can be found in the following publication, 'Sexual violence and sexual harassment between children in schools and colleges.'

RECOGNISING FORCED MARRIAGE (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. **Honour Based Abuse (HBA)**

The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the

“shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBA can be a trigger for a Forced Marriage.

INDICATORS OF FM OR HBA

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Violence following talking to the child, it is essential that school takes action without delay. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or email fm@fco.gov.uk or in either case contact 999 if the situation is deemed to be an emergency.

RECOGNISING 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. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of 31 human rights of girls and women. It is illegal in most countries, including the UK. There are 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.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It 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 or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- 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

Mandatory Reporting of FGM

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. If there are suspicions regarding FGM, it is essential that schools take action without delay. If there are concerns that a child is at risk of, or is a victim of, FGM contact the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

RECOGNISING VULNERABILITIES TO EXTREMISM AND RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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”

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.

This list however 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.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

- Police Emergency Number: 999
- Department for Education dedicated helpline for staff: 020 7340 7264

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF SINGLE POINT OF CONTACT (SPOC)

- Ensuring that school staff are aware of the role of the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Stratford Preparatory School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Prevent / Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when a person may have been trafficked for the purpose of transporting drugs. In this instance a referral should be made by the Designated Safeguarding Lead to the National Referral Mechanism.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child (male or female) under the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Factors include gender, cognitive ability, physical strength, status, and access to economic or other resources.

CHILDREN MISSING EDUCATION (CME)

Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Pupils at particular risk of CME:

Pupils at risk of harm/neglect

- Children may be missing from education because they are suffering from abuse or neglect.
- Where this is suspected school should follow the local child protection procedures
- Children of Gypsy, Roma and Traveller (GRT) families: Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education
- Children of Service Personnel Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- Missing children and runaways: Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- Children and young people supervised by the Youth Justice System Children who have offended or are at risk of doing so are also at risk of disengaging from education
- Children who cease to attend a school. There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- Children of new migrant families. Children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in courts, either for crimes committed against them or for crimes they have witnessed. The age appropriate guide to support children at Stratford Preparatory School is 5-11-year olds. This can be a stressful process for children.

Information for staff and parents can be found online at the Ministry of Justice 'child arrangements information tool'. This provides clear and concise information on the dispute resolution service.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Further information to support professionals working with offenders and their children is provided by [NICCO](#).

HOMELESSNESS

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

Indicators that a family might be at risk of homelessness include:

- Household debt;
- Rent arrears;
- Domestic abuse; and
- Anti-social behaviour

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not and should not, replace a referral by the Designated Safeguarding Lead into children's social care where a child has been harmed or is at risk of harm.

Additional information can be found in the following factsheets, 'Homeless Reduction Act Factsheets.'

Appendix 3 – Making a Referral

Warwickshire Multi Agency Safeguarding Hub Referring to MASH

www.warwickshire.gov.uk/mashinfoforprofessionals

Concern about immediate risk of harm e.g. non accidental physical injury/ sexual abuse disclosure

- Ring MASH 01926 414144 [option 1]
[out of hours 01926 886922]
- Submit MARF

Evidence of significant harm - not an immediate risk e.g. ongoing neglect/ emotional abuse

- Submit MARF

Consultation call - for safeguarding advice only Call FIS for non safeguarding queries 0845 090 8044 www.warwickshire.gov.uk/fis

- Ring MASH 01926 414144 [option 3]

Early Help Advice - only if locality Early Help Officer is unavailable on 01926 414147

- Ring MASH 01926 414144 [option 2]

Concern about person in Position of Trust (allegation)

- 01926 743433 • Submit Position of Trust MARF

