



Child Protection and Safeguarding

Maricourt seeks to provide and sustain a living Catholic Community which is rooted in Christian Values and where growth and knowledge, respect, love and fellowship are shared by all.

**Governor approval
September 2018**



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Policy statement and principals

This policy is one of a series in the school's integrated safeguarding portfolio. This includes our allegations against staff policy, safer recruitment policy, staff code of conduct, behaviour, rewards and sanctions policy, whistle blowing and educational visits policy.

The school's safeguarding arrangements are inspected by Ofsted under the judgements for Personal Development Behaviour and Welfare as well as Leadership and Management.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safer children make more successful learners;
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the 'Safeguarding Partners' (formerly known LSCB, partners include LA, Police and Clinical Commissioning groups).

Policy principles

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

Policy aims

- to provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- to ensure consistent good practice;
- to demonstrate the school's commitment with regard to child protection to students, parents and other partners;
- to contribute to the school's safeguarding portfolio.



Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, abuse or neglect preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

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

Child includes everyone under the age of 18.

Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- The Teacher Standards 2012 state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance Working Together to Safeguard Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for safeguarding partners to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The Children Act 2004, as amended by the Children and Social Work Act 2017, strengthens this already important relationship by placing new duties on key agencies in a local area. Specifically the police, clinical commissioning groups and the local authority are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.
- The statutory guidance Keeping Children Safe in Education (2018) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2015.



- Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units.
- All staff should read Part One of this guidance, they are given an annual briefing and have been sent section one via email. They can locate an electronic copy in the staff area of the network under the school policies section
- The policy is also available via the school website.

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused.

Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

Roles and responsibilities

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

Key personnel

The designated senior persons/leads (DSP/Ls) for child protection are:

Mr Christopher Adamson

Contact details: email: adamsonc@maricourt.net tel: [0151 330 3366](tel:01513303366) ext. 189

Miss Julie Bennett

Contact details: email: bennettju@maricourt.net tell: [tel:0151 330 3366](tel:01513303366) ext. 119

The nominated child protection governor is ***Mr Anthony Devine***

Contact details clerk to governors Mrs Samantha Clarke:

email: clarkes@maricourt.net tell: 0151 330 3366 ext. 101

The Headteacher is ***Mr Brendan McLoughlin***

Contact details: email: head@maricourt.net tel: 0151 330 3366 ext. 184



Designated Safeguarding Leads

The DSL:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with updates every two years;
- acts as a source of support and expertise to the school community;
- encourages a culture of listening to children and taking account of their wishes and feelings;
- is alert to the specific needs of children in need, those with special educational needs and young carers;
- has a working knowledge of Safeguarding Partners' (formerly LSCB) procedures;
- has an understanding of locally agreed processes for providing early help and intervention;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file;
- uses secure methods to both receive and transfer files where possible and within measured guidelines to secure the safeguarding of the individual.
- develops effective links with relevant statutory and voluntary agencies;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed;
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main student file
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the Safeguarding Partners;
- ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ensures that the child protection policy is regularly reviewed and updated annually
- keeps a record of staff attendance at child protection training;
- makes the child protection policy available publicly, on the school's website and by other means;
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made;
- works with the Headteacher to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS).



The Governing body ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description;
- has a child protection policy and procedures that are consistent with Safeguarding Partners' requirements,
- has a child protection policy and procedures, including a staff code of conduct that is reviewed annually and made available publicly on the school's website and by other means ;
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children;
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children;
- develops a training strategy that ensures all staff, including the Headteacher, receives information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated. The DSL receives refresher training at two-yearly intervals;
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- ensures that the school contributes to inter agency working and plans;
- provides a coordinated offer of early help when additional needs of children are identified;
- considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The Chair of Governors nominates who is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher. It is the responsibility of the Governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the Safeguarding Partners and national guidance.

An annual report (Section 175 audit) will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.



The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- liaises with the Local Authority Designated Officer where an allegation is made against a member of staff;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.



Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all students with respect;
- setting a good example by conducting ourselves appropriately;
- involving students in decisions that affect them;
- encouraging positive, respectful and safe behaviour among students;
- being a good listener;
- being alert to changes in students' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing;
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school and Safeguarding Partners procedures;
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the school's rules with regard to communication with students and use of social media and online networking;

Abuse of trust

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

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



Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- showing early signs of abuse and/or neglect;
- disabled and/or have special additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan
- young carers;
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; living in a domestic abuse situation;
- affected by parental substance misuse;
- misusing drugs or alcohol themselves;
- living away from home;
- has returned home to their family from care;
- in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- frequently missing/goes missing from care or from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- a privately fostered child
- live transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- involved directly or indirectly in sexual exploitation;
- do not have English as a first language;
- at risk of female genital mutilation (FGM) or forced marriage.
- at risk of modern slavery, trafficking or exploitation;
- at risk of being radicalised or exploited;
- asylum seekers;

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.



Missing children

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

Where reasonably possible, Maricourt holds more than one emergency contact number for each student. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The DSLs meet weekly with the attendance officers and will monitor unauthorised absence, particularly where children go missing on repeated occasions and take action as per the Local Authority guidance.

Staff should report any information they receive in these matters directly to the DSL who will take the appropriate action as per the Attendance & Punctuality Policy.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The DFE believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. (KCSIE 2018 p27 p105).

Maricourt agrees with this and supports the decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances and outlines in the school Physical Intervention Policy

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff recognise the additional vulnerability of these groups and will make reasonable adjustments to address this

Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children reduce the occurrence of challenging behaviour and the need to use reasonable force.



Helping children to keep themselves safe

Children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (one of the identified DSLs) who will keep all parties informed and be the central point of contact;
- nominating separate link people to avoid any conflict of interest where a member of staff is the subject of an allegation made by a student,
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.



Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures, which can be found in our school complaints policy. This can be found on the web site in the School Policies section and on the Staff drive on the network in the school policies folder.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code of practice on the staff drive of the network enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the Police if they believe direct reporting is necessary to secure action.



Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the mandatory or default option and alternatives to suspension will always be considered.

In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to the Police or children's social care if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)* and in the staff drive of the network under school policies.

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

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and Governors will receive an explanation during their induction which includes the school's child protection policy, reporting and recording arrangements, the staff code of conduct and details for the DSL. All staff, including the Headteacher and Governors will receive training that is regularly updated and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet available in both reception areas and from the Supply Co-ordinator.



Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2018) together with the Safeguarding partners and the school's individual procedures as outlined in the safer recruitment policy.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role;
- provide evidence of their right to work in the UK;
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

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

The DSLs have access to the Central records and have completed safer recruitment training

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

Mandatory training at induction includes the following:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- the behaviour policy
- the safeguarding response to children who go missing from education

All staff sign to confirm they have received a copy of the child protection policy.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken by the DSLs and by the nominated Governor.



Volunteers

Volunteers, including *Governors* will undergo checks commensurate with their work in the school and contact with students.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

Site security

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

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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



Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the student's first name with an image;
- ensure students are appropriately dressed;
- encourage students to tell us if they are worried about any photographs that are taken of them.

Online Safety

Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school's *online safety and social media policy hosted on the shared area of the network and on the school website* explains how we try to keep students safe in school. Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media, our school rules are set within the acceptable user policy signed by all staff and students.

Staff also receive advice regarding the use of social networking and electronic communication with students and the same rules apply within the policy stated above.



Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a child home alone, or leaving knives or matches within reach of an unattended toddler.

Children may be abused in a family or institutional or community setting, by those known to them, or more rarely, by a stranger for example, via the Internet.

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

Categories of abuse

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness.

Emotional abuse

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



Sexual abuse

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

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

Maricourt updates its Anti-Bullying Policy on an annual basis this can be found on the web site in the School Policies section, and on the Staff drive on the network in the school policies folder

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSLs will consider implementing child protection procedures.



Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Child Sexual Exploitation (CSE)

The following are typical vulnerabilities in children prior to abuse: living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality), history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect), recent bereavement or loss, gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only), learning disabilities, unsure about their sexual orientation or unable to disclose their sexual orientation to their families, friends with young people who are sexually exploited, homeless, lacking friends from the same age group, living in a gang neighbourhood, living in residential care, living in hostel, bed and breakfast accommodation or a foyer, low self-esteem or self-confidence, young carer.

Signs and behaviours of children who are already being sexually exploited are: missing from home or care, physical injuries, drug or alcohol misuse, involvement in offending, repeat sexually-transmitted infections, pregnancy and terminations, absent from school, change in physical appearance, evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites, estranged from their family, receipt of gifts from unknown sources, recruiting others into exploitative situations, poor mental health, self-harm, and thoughts of or attempts at suicide.



Peer-on-peer abuse

Peer on peer abuse is not acceptable in any form but it has to be recognised in society that it does occur.

Maricourt recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Maricourt takes the view that:

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

The school takes this very seriously and school put a best endeavour to minimise the risks by:

- promoting love and respect for each other as part of our school mission
- embodying an excellent pastoral system which is student centred
- as part of the form tutor discussion time
- having dedicated assemblies lead by senior pastoral staff or the DSLs
- within the PSHEE/Citizenship and Connections for Learning curriculum

Peer on Peer Abuse can be defined as:

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

Where there is a safeguarding concern all school staff will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback always with the best interests of the child at their heart.

The Progress Leader or their assistant will be responsible for initial complaints as part of their pastoral role.

If the disclosure/complaint is made to any member of staff then it would be common for staff to speak to the form tutor but in all cases it is the Progress Leader who leads.

Escalation then would be taken to the DSLs as senior leaders

As with all school processes the level of escalation could reach the Headteacher, Governors and/or the Local Authority.



Allegations are dealt with in a variety of forms depending on the nature of the case.

In all cases a discussion with those involved will be undertaken.

Parents are always informed

Sanctions are always clear with all parties updated.

Staff may also be referred to staff trained in restorative justice

Further pastoral /mentor support is offered to all parties

Written records are taken and held in student files and within the schools system log including the outcome.

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;
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL must be made aware of any information regarding this so that they can then support and take action to safeguard the child at the earliest opportunity.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and work with the DSL.



Children and the court system

Some children are involved with the court system in a number of ways for example:

- through a family separation
- Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed
- Because they have family members in prison/within the prison system

This can be a very stressful time and entrench conflict in families. Some of these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Children are often reluctant to share this information and may show signs of withdrawal, change in attitude to learning or behaviour patterns or miss school lessons. Staff should report any information of this nature directly to the DSLs so that they can secure support at the earliest opportunity.

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 of schooling, when the victim may have been trafficked for the purpose of transporting drugs.

If staff suspect this they should report this directly to the DSLs who will contact the local supporting officer and/or a referral to the National Referral Mechanism may be considered.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over 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.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The DSLs work alongside local officers to keep updated on locality events which may or may not be shared with staff under the 'need to know' approach.



So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSLs.

As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Modern Slavery Trafficked Children

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery.

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud.

Any suspicions of this nature should be reported to the DSLs who will forward these to the MASH team.

Staff should not engage at this stage with the student's family or others within the community and do not reveal that any enquiries which might be related this as it could increase the risk to the child.



Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. In the UK it is considered child abuse and is illegal. It is also illegal to take a child abroad to undergo FGM.

Designated Persons for child protection in school must be aware of the guidance that is available in respect of FGM and should be vigilant to the risk of it being practised. The procedure is typically performed on girls aged 4 - 13 years of age but the majority of cases are thought to take place between the ages of 5 - 8. The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

Risk factors: staff must be particularly alert for signs when a girl comes from a community where FGM is practised, where the family is less integrated within UK society, where the mother or other women in the extended family have also been subject to FGM, where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Indicators that it might be about to take place include: being a girl between the ages of 5-8 within a community where FGM is practised, when a female family elder visits, particularly if she arrives from another country, a girl talking about a 'special procedure' or saying that she is attending a special ceremony to become a woman, a girl being taken out of the country for a prolonged period.

Indicators that it has taken place: a girl having difficulty walking, sitting or standing, she spends longer than normal going to the toilet, she spends long periods of time away from the classroom during the day because of bladder or menstrual problems, prolonged or repeated absences from school, withdrawal or depression when a girl returns to school after a prolonged period of absence, reluctance to undergo normal medical examinations.

Staff should not engage at this stage with the student's family or others within the community and do not reveal that any enquiries which might be related to FGM, as this could increase the risk to the girl. Students should feel able to discuss issues that they may be facing, materials explaining FGM are available for staff and students, advice and signposts are available for accessing additional help.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

*If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.*



Preventing extremism and/or radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is a part of our school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors, combined with specific influences, such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

Staff should use their judgement in identifying children who may be at risk of radicalisation, in all cases suspicions of this nature should be reported to the DSLs who will seek advice and where necessary make a referral to the Channel programme

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty is a part of our schools wider safeguarding obligations.

Any suspicions of this nature should be reported to the DSLs; Staff should not engage at this stage with the student's family or others within the community and do not reveal that any enquiries which might be related this as it could increase the risk to the child.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Any suspicions of this nature should be reported to the DSLs who are aware of local procedures for making a Channel referral.



Sexual violence and sexual harassment between children in schools and colleges

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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



Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

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

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

It is very important that staff report their concerns - they do not need 'absolute proof' that the child is at risk.



Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

Taking action

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

Key points for staff to remember for taking action are:

- in an ***emergency*** take the action necessary to help the child, for example, call 999;
- report your concern to the DSLs or Progress Leader immediately;
- do not start your own investigation;
- share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family;
- complete a record of concern;
- seek support for yourself if you are distressed.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice given in the staff briefing by the DSLs. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSLs.



If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** - staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students staff will:

- not promise confidentiality;
- allow them to speak freely;
- remain calm and not overreact - the student may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences - staff must remember how hard this must be for the student
- **under no circumstances** ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this;
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next. The student may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day;
- report verbally to the DSP even if the child has promised to do it by themselves;
- write up their conversation as soon as possible on the **record of concern form** and hand it to the DSL;
- seek support if they feel distressed;



Notifying parents

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Referral to children's social care

The DSLs will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSLs as soon as possible.

Sexual exploitation of children

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



Confidentiality and sharing information

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

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

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing: guidance for practitioners and managers* published in March 2015

Child protection information will be stored and handled in line with General Data Protection Regulation (GDPR) and Data Protection Act 2018,

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

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the General Data Protection Regulation (GDPR) and Data Protection Act 2018, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher *or* DSLs.

The General Data Protection Regulation (GDPR) and Data Protection Act 2018 *does not* prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.



Seven golden rules for sharing information

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it. If you decide to share, then record what you have shared, with whom and for what purpose.

Reporting directly to child protection agencies

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

- the situation is an emergency and the DSLs, the Headteacher and the Chair of Governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety;
- for any other reason they make a judgement that direct referral is in the best interests of the child.

**Related safeguarding portfolio policies:**

- attendance and punctuality
- behaviour;
- complaints procedure;
- grievance and disciplinary
- managing allegations;
- missing children;
- online and social media
- pastoral support
- physical intervention and the use of reasonable force;
- safer recruitment
- SEN;
- staff code of conduct
- tackling bullying;
- whistleblowing;

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSLs have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

Children who attend alternative provision

The school has detailed procedures to safeguard students studying as part of an alternative provision arrangement whether on a permanent basis or for a defined time. School affords a designated teacher who works with the DSLs to support these students who will visit the establishment to confirm and document that the relevant checks are in place with regard to safeguarding. The attendance team will make daily contact with the establishment to check attendance. The DSLs will be kept informed in accordance with the guidance in *Keeping Children Safe in Education*.



Children staying with host families (now called homestay children)

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

Working with others

School recognises the importance of working with others in gathering information to safeguard students within the locality. The DSLs have regular contact with the local designated Community Police Officers, Transport Police and the School Nurse.

Alongside this they have daily contact in the local area whereby at least one of the DSL's and a staff member are on duty before and after the school day.



Procedure for suspected Child Abuse

An abused child is a boy or girl under the age of 18 years who has suffered physical injury, physical neglect, failure to thrive, emotional or sexual abuse which the parent(s) or person who has care/custody of the child has either caused deliberately or knowingly failed to prevent.

In all cases when a member of staff, either teaching or non-teaching, considers that they have good cause to suspect abuse or when the information is volunteered to them the following action must be taken.

They should immediately report their suspicions to the Progress Leader or in his/her absence the Assistant Progress Leader.

Progress Leaders have the responsibility for co-ordinating the school's response to child abuse for their year group and will inform the DSLs .

Designated Persons at Maricourt are:

Mr Christopher Adamson (Assistant Headteacher) or

Miss Julie Bennett (Assistant Headteacher).

The Headteacher will be informed of all incidents and, in the case of allegations against members of staff, is required to consult with the Lead Officer of Sefton Personnel, is Ms.Paula Trubshaw and she can be reached on 0151 934 3783.

- Once the DSL is confident all relevant information has been ascertained, and necessary advice has been sought from the appropriate avenues, the Sefton SAID form will be completed on line using the following steps:-
 - www.sefton.gov.uk
 - under heading 'Social Care' (at the bottom of web page) click on "report a child at risk"
 - click on "information for professionals" (on left hand side of web page)
 - click "child referrals form (professional use)".

At this point the DSL will inform relevant parties of the matter, including parents unless this would place the child at further risk, or they are not contactable, and appropriate action will begin if needed. Including faxing SAID form to the customer access team if relevant to the case.

- All SAID forms will be filed in the locked in the safeguarding storeroom.



Contact information for Sefton Childrens Services

Duty officer; Sefton Childrens Sevices 0151 934 2501

Contact if you want to talk or need advice before contacting the Customer access team

Family Support; 0151 934 2527

Contact if you know the child has a social worker

Customer Access Team; 0151 934 3737 (

Contact if it is a clear cut child protection issue, this call will trigger an immediate response from Sefton

Fax: 0151 934 2539

The welfare of the child is paramount

If a student volunteers information to a member of staff regarding abuse this must be treated with sensitivity and tact. An abused child will be under severe stress and may also be under threat of the abuser. The abuser may use threats as a form of blackmail of the abused. The member of staff will need to reassure the child, and endeavour to retrain his/her trust, while explaining the need for action, which will necessarily involve other adults being informed. The matter should only be discussed with those members of staff indicated above.

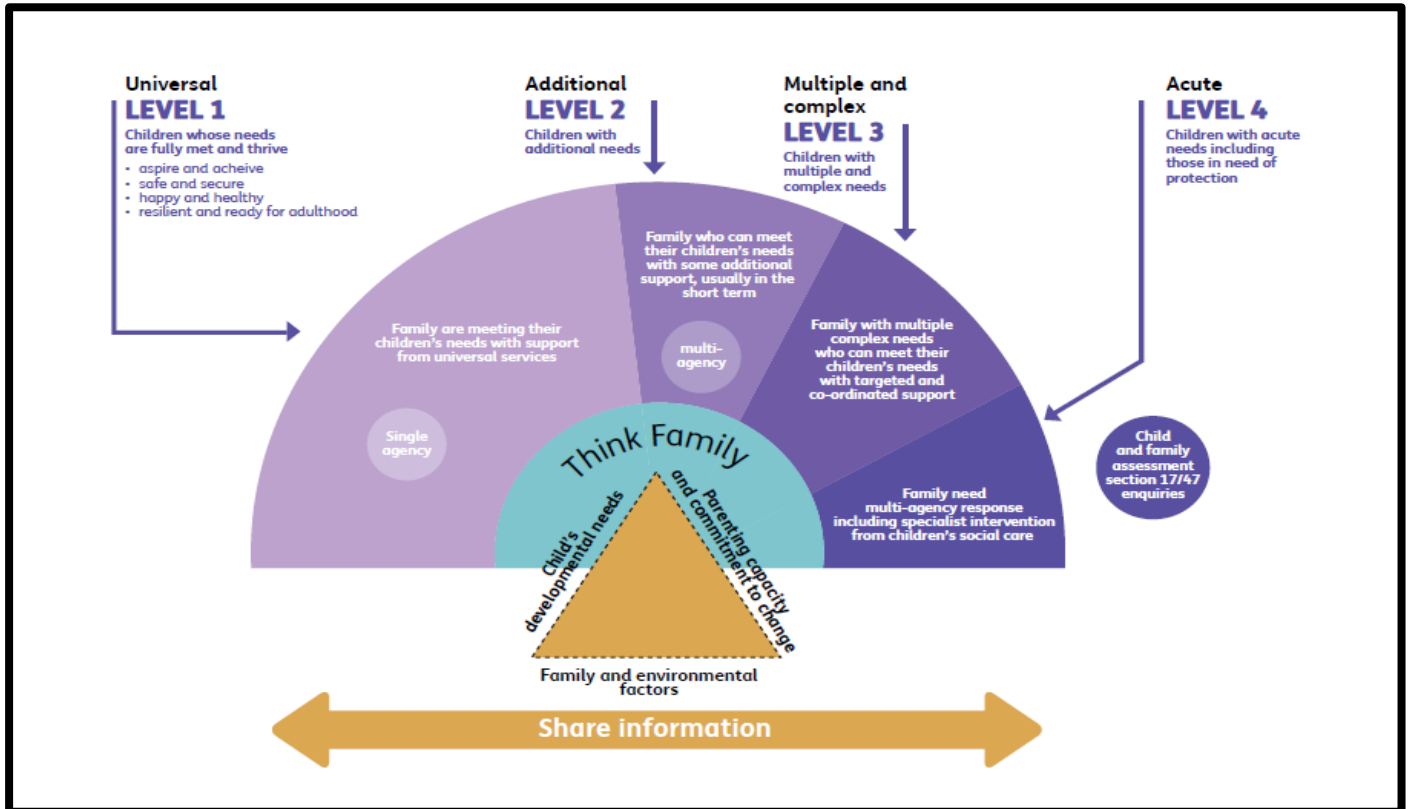
All staff will be provided with an up to date Child Protection Policy when they join the school and at the start of each academic year.

Staff, Governors or Volunteers who start part way through the year must receive a safeguarding briefing from one of the designated people within 7 days of starting work at Maricourt.



Thresholds of need

Thresholds of need and appropriate responses



- Level 1 - Children whose needs are fully met and thrive: aspire and achieve safe and secure happy and healthy resilient and ready for adulthood - The family are meeting their children's needs with support from universal services
- Level 2 - Children with additional needs: The family who can meet their children's needs with some additional support, usually in the short term (single agency)
- Level 3 - Children with multiple and complex needs: The family with multiple complex needs who can meet their children's needs with targeted and coordinated support
- Level 4 - Children with acute needs includes those in need of protection - The family need multi-agency response including specialist intervention from children's social care



Flow chart guidance

Actions where there are concerns about a child

School action

Other agency action

Staff have concerns about child protection and take immediate action.

Staff follow their child protection policy and speak to DSLs (1)

Referral not required, school takes relevant action, possibly including early help (2) and monitors locally

Referral (3) made if concerns escalate

DSLs or staff make referral (3) to children's social care (and police if appropriate)

Within 1 working day social worker makes decision about the type of response that is required.

Child in need of immediate protection, referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Section 47 (4) enquiries appropriate: referrer informed

Identify child at risk of significant harm (4); possible child protection plan

Section 17 (4) enquiries appropriate: referrer

Identify child in need (4) and identify appropriate support

No formal assessment required referrer informed

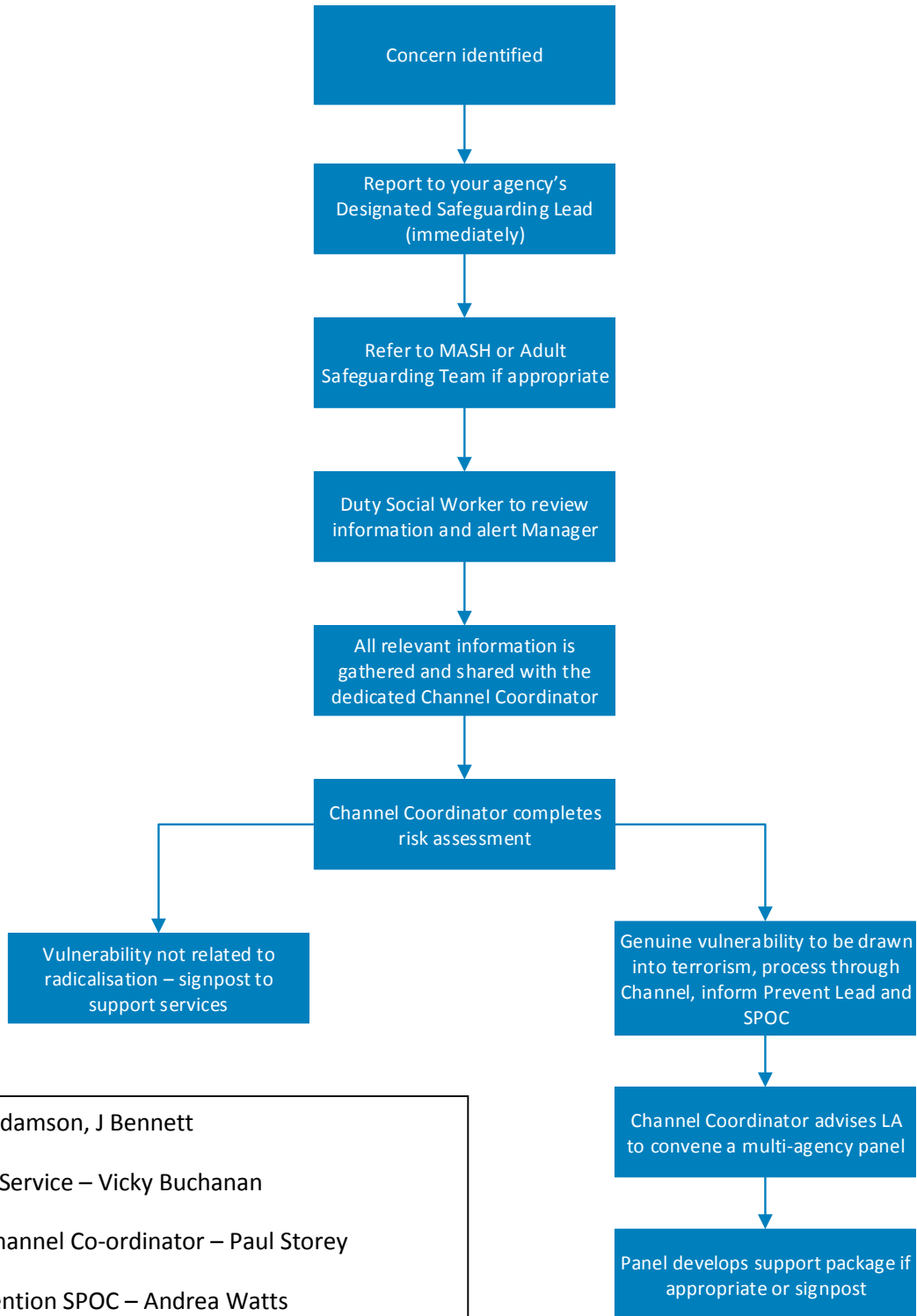
School considers early help assessment (2) accessing universal services and

At all stages staff should keep the child's circumstances under review and re-refer. If appropriate to ensure the child's circumstances improve-the child's best interest must always

- (1) In cases which also involve an allegation of abuse against a staff member refer to DSL or Headteacher. Section 4 Keeping children safe in education
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from a coordinated early help, an early help inter agency assessment should be arranged. Chapter 1 of Working together to support children
- (3) Referral should follow the local authority's referral process. Chapter 1 of Working together to support children
- (4) Under the Children ACT 1989 local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessments of children in need/at risk of significant harm. Working together to safeguard children
- (5) This could include applying for an Emergency Protection Order (EPO)

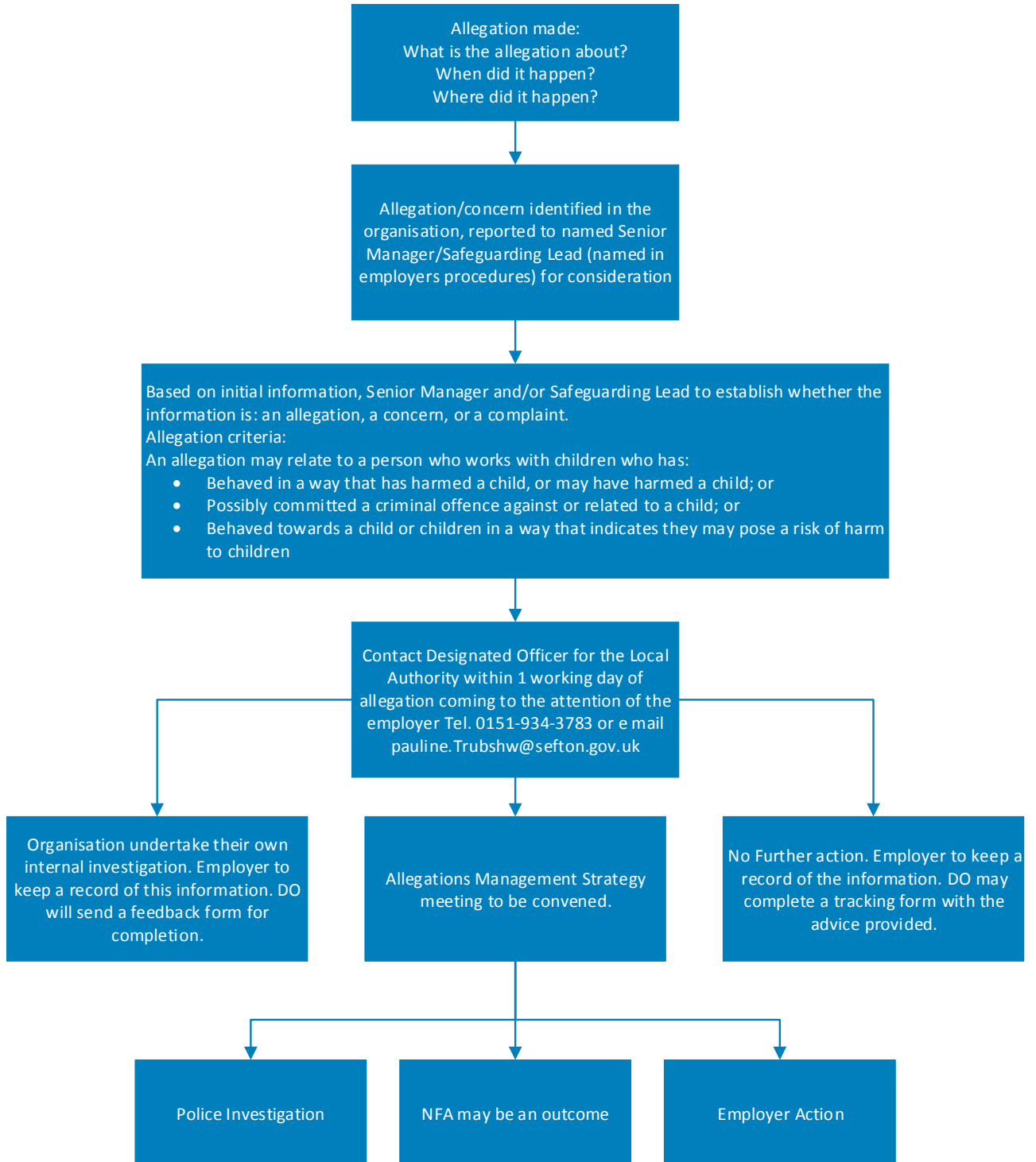


Actions where there are concerns about a radicalisation and /or extremism



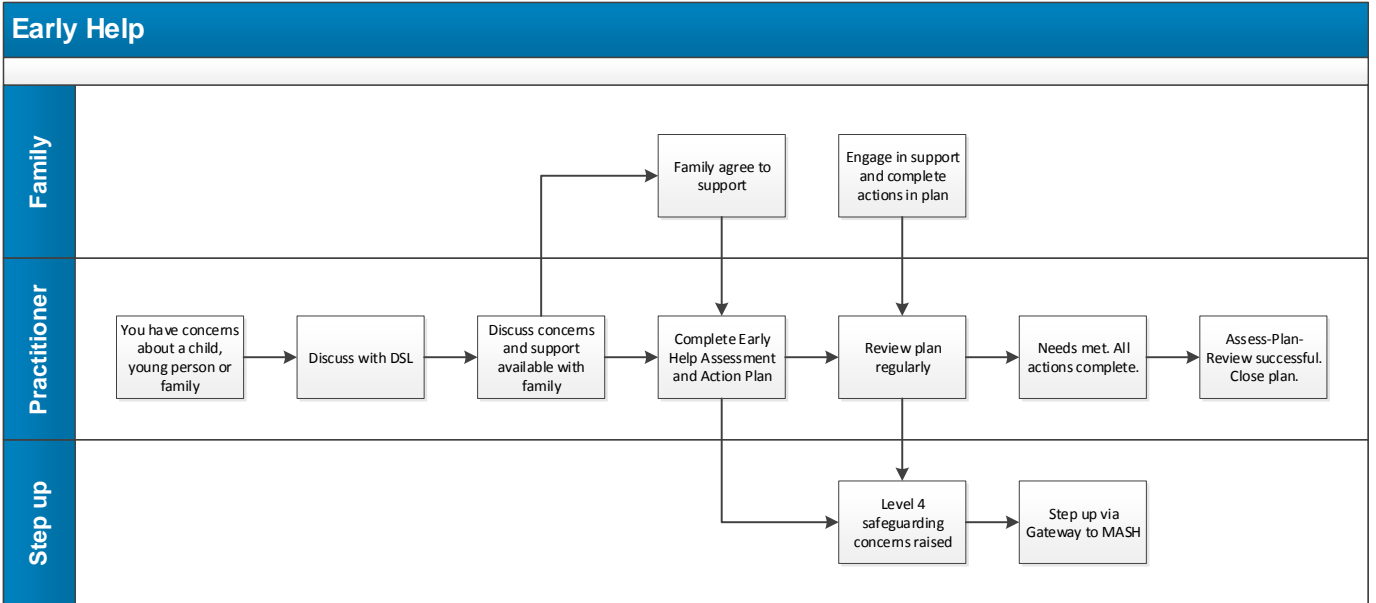


Flowchart for Managing Allegations Information for All Staff

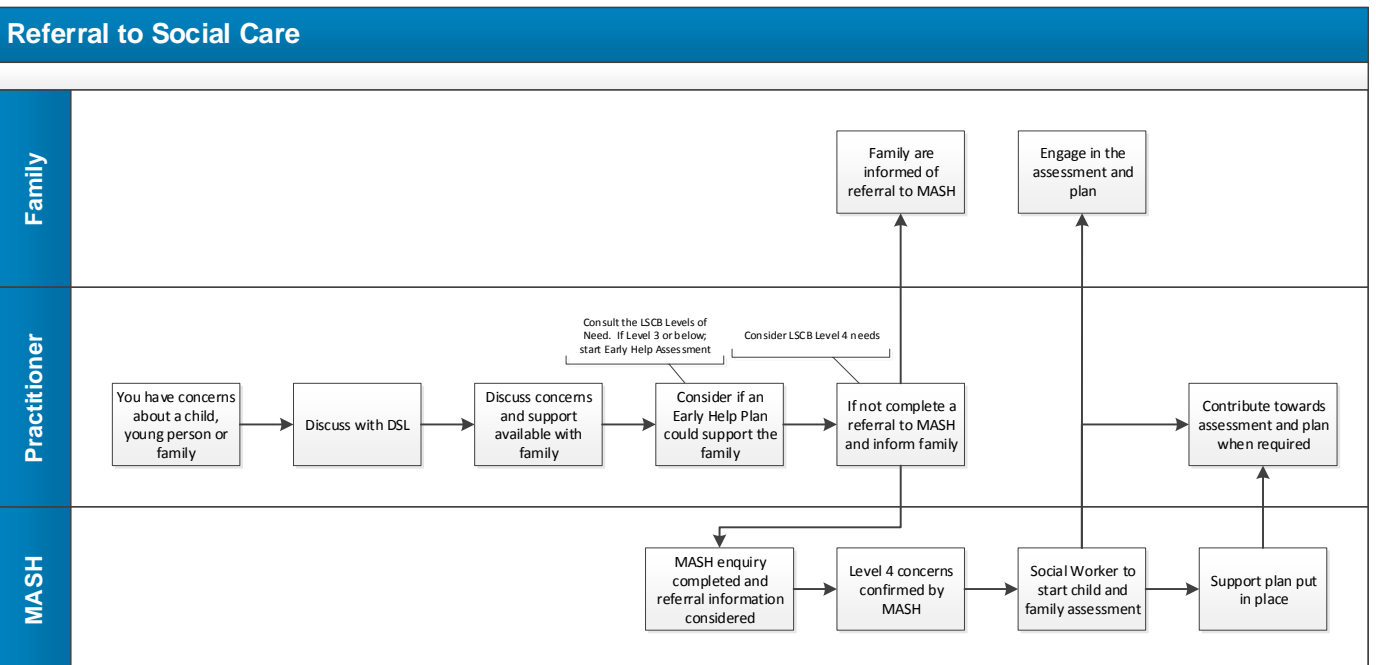




Early help basic flowchart



Referrals to Social Care flowchart





What informs our policy

This policy takes due regard of the following documents and websites:

Keeping children Safe in in Education 2018

Working together to safeguard children 2018

The Childcare (Disqualification) Regulations 2018

Information sharing DFES 2018

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying2017>

The Prevent duty 2018

Sexting in Schools and Colleges 2017

Serious Crime Act 2015

The Protection of Freedoms Act 2012

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The School Staffing (England) Regulations 2009

The Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006,

The Children Act2004

Female Genital Mutilation Act 2003

Section 175 of the Education Act 2002

The Rehabilitation of Offenders Act 1974

Some useful websites

www.legislation.gov.uk

www.thinkuknow.co.uk

www.saferinternet.org.uk

www.educateagainsthate.com

www.childnet.org.uk cyberbullying

www.NSPCC.co.uk