Rushmere Hall Primary School

Early Help, Safeguarding and Child Protection Policy

Reviewed and amended July 2020 and ratified by the Trust Board in July 2020

Please read alongside the addendum: Addendum Safeguarding and Child Protection Policy COVID-Jul20

Next review Summer 2021

This Early Help, Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance Keeping Children Safe in Education (last updated

September 2020) and will be reviewed each time any subsequent guidance is issued by the Secretary of State, or annually, whichever is the most appropriate.

If you are worried that a child you know is at risk of serious harm through abuse or neglect:

- **Newham:** Newham.Gov / 0203 373 4600 (9am-5pm) or 0208 430 2000 after 5pm
- **Suffolk:** Customer First 0808 800 4005 Consultation Line 0345 606 1499
- **Hackney:** Hackney.Gov / 020 8356 5500 (9am-5pm) or 0208 430 2000 after 5pm / fast@hackney.gov.uk
- **Barking and Dagenham:** LBBD.Gov /Call: 020 8227 3811 / childrenss@lbbd.gov.uk
- **NSPCC:** NSPCC: Report child abuse and seek advice / help@nspcc.org.uk / 0808 800 5000
- **Met Police:** Child Centred Policing: When to Call the Police

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Introduction and Policy Statement

Rushmere Hall Primary School is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in Identifying a child or young person's concerns early to prevent needs escalating and to protect those at risk of harm.

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. The School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

We understand the term *Safeguarding* to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff in the School believe that a range of other school policies are central to many aspects of the School's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our policies and procedures which are referenced throughout this policy.

Safeguarding and promoting the welfare of children for the purposes of this policy is defined as per Keeping Children Safe in Education September 2020

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

The definition of child includes everyone under the age of 18.

Our School procedures for safeguarding children will always be compliant with the Suffolk Safeguarding Procedures and adhere to local safeguarding arrangements.

Our procedures will be followed by all adults, including volunteers and agency staff, working with or on behalf of the School, through regular briefings and safeguarding guidelines documents.

This policy will be reviewed in July each year together with the review of the Section 11 Safeguarding Audit, each time there is an update or change to government guidance.

This policy is available to all parents either in hard copy or from our website:
www.rushmerehallprimaryschool.com

Section1

The School Early Help, Safeguarding and Child Protection Policy

1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.

1.2 All staff must be clear about our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.

1.3 To this end the School will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction. If staff have **any concerns** about a child's welfare, they should act on them **immediately**.

1.4 **All** staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. **All** staff then have a responsibility to take appropriate action, working with other services as needed.

1.5 All staff must be aware of the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL or (deputy DSL), and sharing information with other professionals to support early identification and assessment.

1.6 **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

1.7 **All** staff should know who the Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads are in each of the schools.

1.8 **All** Designated Safeguarding Leads have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.

1.9 In the absence of the Designated Safeguarding Leads on a day to day basis, schools will ensure that they have members of staff who have the knowledge and skills necessary to deputise.

1.10 There is a Lead Safeguarding Governor for the School.

1.11 **All** staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.

1.12 The School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

1.13 For details of the role of the Governing Body, please see the Governance Handbook Governance Handbook and Competency Framework, DFE 2017.

1.14 Everyone must read:

- Keeping Children Safe in Education Part One and Annex A (2020)

- School Early Help, Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff code of conduct
- Attendance policy including CME - Attendance and Punctuality Policy

1.15 **All** concerns should be discussed with Designated Safeguarding Lead (DSL and Deputy DSL as they are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

1.16 **All** staff must speak to the DSL and follow the School's Early help, Safeguarding and Child Protection policy if staff have concerns about a child.

1.17 Early help cases will generally be led by the DSL or Pastoral Lead of each school.

1.18 Assessments of children will be considered with wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare ("contextual safeguarding").

1.19 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

1.20 All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

1.21 **All** staff should make sure that their approach is child-centred. This means that they must consider, at all times, what is in the **best interests** of the child as safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to **play.**

1.22 **All** staff are expected to read and agree that they will adhere to all expectations outlined in this policy and Keeping Children Safe in Education September 2020 part 1 and Annex A. This agreement will be recorded and monitored.

1.23 The School understands that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

1.24 To this end School will ensure that all **staff** receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will receive safeguarding and child protection updates, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Section 2

Safeguarding Children in School

2.1 **Providing a Safe Environment**

Parents and carers must feel secure in the knowledge that their children are safe when attending school. We keep children safe and teach them skills to keep themselves safe by:

- ✓ Promoting a caring, safe and positive environment within the school
- ✓ Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- ✓ Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy
- ✓ Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help
- ✓ Working in partnership with all other services and agencies involved in the safeguarding of children
- ✓ Displaying appropriate posters that detail contact numbers for child protection help-lines
- ✓ Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- ✓ Welcoming visitors in a safe and secure manner
- ✓ Undertaking risk assessments when planning out of school activities or trips
- ✓ Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.
- ✓ Ensuring that all parents and carers know who to contact if they have any concerns
- ✓ As part of providing a broad and balanced curriculum children are taught about safeguarding, including online safety, through teaching and learning opportunities. This will include covering relevant issues through Personal, Social and Health Education (PSHE) and the new Relationship and Health Education and Sex Education programme (RSE) beginning September 2020

2.2 **Mobile Phones and cameras:**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non- contact time when pupils are not present. Staff members' personal phones must remain in their bags or lockers during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow GDPR (May 2018) when taking and storing photos and recordings for use in the school.

2.3 **Visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

2.4 **Health & Safety**

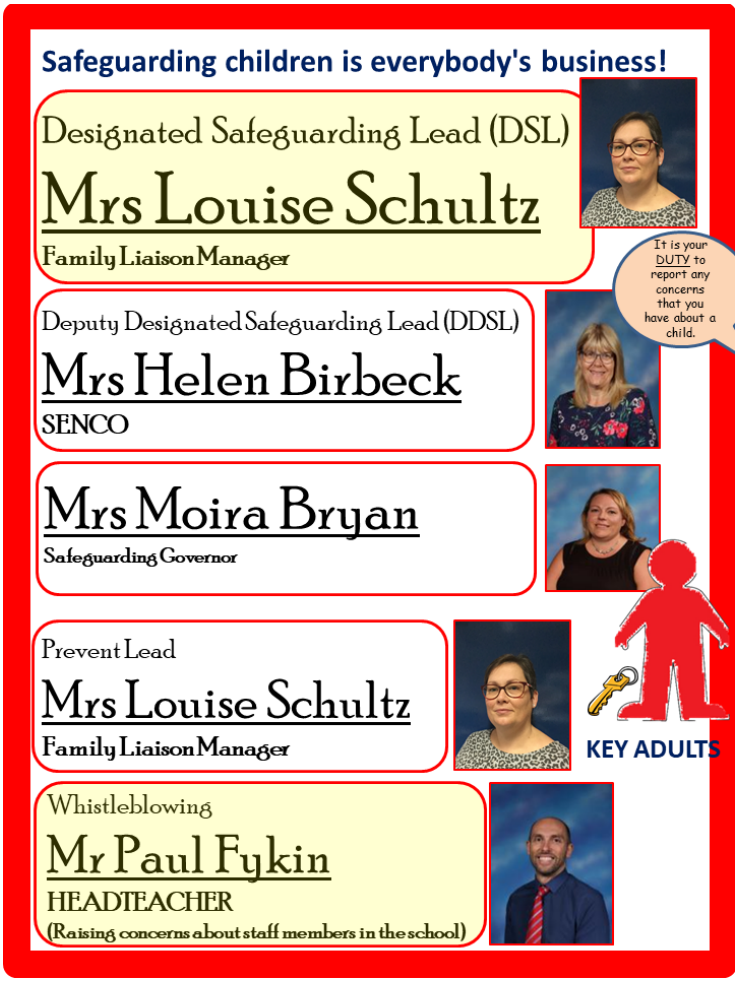
We have a Health & Safety Policy, which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff: Health and Safety Policy November 2019.docx and Health and safety Addendum - COVID.docx

Section 3

The Designated Safeguarding Lead (DSL)

3.1 Our DSLs currently are per as follows:

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Mrs Louise Schultz l.schultz@rushmerehall.org.uk 01473 726 027
Alternate DSL	Mrs Helen Birbeck H.Birbeck@rushmerehall.org.uk 01473 726 027
Named safeguarding governor	Mrs Moira Bryan m.bryan@rushmerehall.org.uk
Chair of Governors	Mr Alex Davison a.davison@rushmerehall.org.uk
School e-Safety Lead	Mr Ayman Al-Aride a.al-aride@rushmerehall.org.uk
Designated teacher for Children in Care and children previously in care (CiC)	Mrs Marion Darroch m.darroch@rushmerehall.org.uk



3.2 The DSL takes lead responsibility for child protection and wider safeguarding. There may be addition or changes to the staff and if that will be the case all staff of the relevant school will be informed.

3.3 The full responsibilities of the DSL are set out in their job description. Please ask each school for a Job Description of its Designated Safeguarding Lead.

Also see Keeping Children Safe in Education Annex B: Role of the designated safeguarding lead

Section 4

Keeping Children Safe: Early Help, Safeguarding and Child Protection

4.1 Responding to Concerns

All children in the School must be able to place their school and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on MyConcern. A guide of how to do this is available in Appendix B. For volunteers & MDSA a purple school recording form for safeguarding concerns and pass it to the DSL without delay. An example recording form is included at Appendix C

4.1.1 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what was has been disclosed to the Designated Person in the school as soon as is practicable.

- Record, as soon as is practicable, what was said using the child's actual words
- Use the school's online system for reporting concerns

Note: **Any staff member can make a direct referral to children's social care, but they must inform the Designated Safeguarding Lead as soon as possible.**

4.1.2 All staff will report any concerns **immediately** to the Designated Safeguarding Lead of their school. They are also aware that they can report concerns directly to the appropriate body without going through the schools' Designated Safeguarding Leads.

4.1.3 The Designated Safeguarding Lead will:

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Consider contextual safeguarding.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made

4.1.4 The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Suffolk's MASH Service when there are complex needs or child protection concerns. School staff can also use the MASH Consultation Line to get additional advice.

4.1.5 If a referral to Children's MASH has not met the threshold for targeted support or statutory intervention, the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan through the schools' pastoral teams.

4.2 Recognition and Response

4.2.1 Owing to the nature of the day-to-day relationship children in the School have with staff; all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm.

4.2.2 We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

4.3 Whistleblowing

If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Head teacher or the Chair of Governors.

If you feel you're unable to talk to someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or email: help@nspcc.org.uk

Section 5

Children who are particularly vulnerable

Some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. This increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture.

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

To ensure that all children receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- LGBQT+
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- Do not have English as a first language
- Looked after children

Also see: Safeguarding Deaf and disabled children and young people and NSPCC: LGBTQ+

Section 6
Types of Abuse and Neglect

PHYSICAL ABUSE

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.

Also see: NSPCC: Physical Abuse

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and 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
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- 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.

Also see: NSPCC: Emotional Abuse

SEXUAL ABUSE

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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Also see: NSPCC: Sexual Abuse
NHS: Spotting signs of child sexual abuse

NEGLECT

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Also see: NSPCC: Neglect
What to do if you're worried a child is being abused; Advice for practitioners
Keeping Children Safe in Education: Annex A; further safeguarding information
Working Together to Safeguard Children 2018

Section 7

Early Help, Safeguarding and Child Protection in Specific Circumstances

ADOLESCENT SUICIDE

Young people can be put at risk of significant harm from their own behaviour. Suicidal feelings should be treated as a **child protection issue** and trigger a similar level of response to children at risk of harm from others.

School children spend the majority of their waking hours at school: teachers and school staff have the opportunity to recognise the signs that a student might be at risk of suicide and they are best placed to respond effectively:

- disclosures of suicidal feelings - often verbal, but also letters, suicide pacts or pieces of creative writing
- change in sleep patterns - sleeping more or less than usual
- change in appetite - eating more or less than usual
- sudden mood swings - in some cases a notable uplift in mood preceded a suicide attempt
- feelings of hopelessness, rejection or being a burden to others
- self-neglect - often signalled by a decline in personal hygiene and appearance
- self-harm - often through deliberate cutting, but also aggressive acts such as hitting walls
- withdrawing from family and friends and stopping engagement with support services.

E**very warning sign of suicide should be taken seriously and acted on accordingly.**

Also see: NSPCC: Suicide Learning from Serious Case Reviews

Papyrus: Save the Class of 2018

ATTENDANCE

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

(1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day

(2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day

(3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.

(4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.

(5) We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Follow full guidance: Attendance and Punctuality Policy

BULLYING
We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

Also see:
Preventing and tackling bullying; Advice for head teachers, staff and governing bodies
Cyberbullying: Advice for head teachers and school staff

BREAST IRONING
Breast Ironing also known as **Breast Flattening** is a practice whereby young pubescent girls usually aged between 9 - 15 years old and from practising communities have their breasts ironed, massaged and/or pounded down through the use of hard or heated objects to delay the development of the breasts or to attempt to cause the breasts to disappear entirely.

Breast Ironing is a harmful cultural practice. There is no specific law within the UK around Breast Ironing; however it is a form of Physical Abuse.

Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

Also see: National FGM Centre: Breast Flattening

CARE LEAVERS
Local authorities are the corporate parent to care leavers and are under a duty to help further the education and career aspirations and ambitions of care leavers in their area, including through participation in further education. The DSLs with pupils in such situations in the school will therefore have details of the local authority Personal Advisor that has been appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online

child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Also see: GOV.UK: Get help with child arrangements

CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Also see: NSPCC: Criminal Exploitation and Gangs
Protecting children from criminal exploitation, human trafficking and modern slavery: an addendum
Criminal Exploitation of children and vulnerable adults: County Lines guidance

CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when

applicable, when removing a child's name from the admission register at non-standard transition points.

Also see: Attendance and Punctuality Policy

CHILD SEXUAL EXPLOITATION (CSE)

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant

Also see: NSPCC: Child sexual exploitation
Department for Education: Child sexual exploitation
Department for Education: Child sexual exploitation annexes
Met Police: Child sexual exploitation

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. NICCO: National information centre on children of offenders provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

CONTEXTUAL SAFEGUARDING

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Also see: Contextual Safeguarding

COUNTY LINES

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school). If a child is suspected to be at risk of or involved in county lines you must inform you DSL immediately.

Also see: National Crime Agency: County Lines

DOMESTIC VIOLENCE AND ABUSE

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.

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

Also see: NSPCC: Domestic-abuse signs symptoms effects
Refuge: Effects of domestic violence on children
Safe Lives: Young people and domestic abuse

FEMALE GENITAL MUTILATION
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

Also see: Fact Sheet: FGM (Serious Crime Act 2015) Ministry of Justice/Home Office
Multi-agency Statutory guidance on Female Genital Mutilation
FORWARD UK
Daughters of Eve
Online training (Home Office)
NSPCC FGM Helpline: 0800 028 3550 or fgmhelp@nspcc.org.uk

FORCED MARRIAGE
Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They must then report this to the DSL.

Also see: Forced Marriage
For support: Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

GANGS AND SERIOUS YOUTH VIOLENCE
All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

Also see: Preventing youth violence and gang involvement: practical advice for schools and colleges

HARMFUL SEXUAL BEHAVIOUR

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. **Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two.** Harmful sexual behaviour should be considered in a child protection context.

Also see: Think U Know: Recognising harmful sexual behaviour by young people

Brook sexual behaviours traffic light tool

HOMELESSNESS

Rushmere Hall Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

In most cases, School staff will consider homelessness in the context of child or 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 the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

For further information:	Keeping Children Safe in Education September 2020 Annex A, Page 86
	Homelessness Reduction Act: policy factsheets
Follow the guidance:	Effective Early Help Support for Children and Families in Eko Trust

HONOUR BASED ABUSE (HBA)

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or community members who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

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

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from Honour Based Violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the Police will be contacted. It is important that if HBV is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

PEER-ON-PEER ABUSE

Peer-on-peer abuse is most often used to mean sexual violence and sexual harassment or sexual abuse between peers. It can occur between two children of any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children.

** Enter School Name **all staff will be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. Sexual Behaviours Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

All staff have a responsibility 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.
- being aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Follow the guidance: Eko Trust DSL Handbook Section 41: Managing Allegation against Pupils

PREVENTING EXTREMISM AND RADICALISATION

The School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
    1. violence against others
    2. hatred towards others
    3. undermining the rights of others

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

As a School we will minimise the risk of radicalisation by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

If staff have a concern they must speak to DSL and together should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. In an emergency, call 999 or the confidential terror hotline.

Follow the guidance: Eko Trust DSL Handbook Section 40: Preventing Extremism and Radicalisation

Also see: Keeping Children Safe in Education September 2020: Annex A
Prevent Duty for England and Wales
Channel Guidance

PRIVATE FOSTERING

We recognise that some children may be living in private fostering arrangements, and that this could make them vulnerable to harm. Many arrangements are 'hidden' and not brought to the attention of the local authority, even though it is an offence not to inform them.

Also see: Children Act 1989: private fostering

PUPIL BEHAVIOUR

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

(1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action

(2) We will always record any occasion when physical intervention has been necessary

(3) We will always notify parents or carers of any such incident

SEXTING

There is no clear definition of 'sexting'. Instead, it refers to "youth-produced sexual imagery". This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming.

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do in an incident involving 'sexting' comes to your attention

- Report it to your Designated safeguarding Lead (DSL) immediately
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL

When responding to Sexting DSL's should follow UKCCIS guidance

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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

Follow full guidance: Keeping Children Safe in Education September 2020: Annex A
Department for Education: Sexual Violence and Sexual Harassment between Children in Schools and Colleges.pdf

UPSKIRTING

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

SECTION 8

Mental Health and Supporting Children requiring Mental Health Support

- Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one

- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education

- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

  Also see: Department for Education: preventing and tackling bullying
  Department for Education: mental health and behaviour
  Public Health England: promoting children's emotional health and wellbeing
  Public Health England: Rise Above

Section 9
ONLINE SAFETY

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an online-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

9.1 **Responding to an online safety incident:**

1) Preserve the evidence

Note:

- *If the incident involves the discovery of indecent images or videos of children, the police should always be contacted immediately for advice.*
- *If the incident involves unacceptable, inappropriate or potentially illegal use of schools: computer, iPad, mobile phone or camera, make sure no one else comes into contact with the equipment. Do not shut down the equipment down, but do turn the display off. Where possible lock the equipment away.*
- *Seek technical advice.*

2) Consider the impact of the online safety incident

If the incident is solely against the school's Acceptable Use Policy, consider applying the consequences indicated in that policy or the overarching behaviour policy.

If the incident is of a potentially criminal nature, the police should be contacted.

If the incident involves an adult, the local authority Designated Officer(s) (LADO must be contacted for further advice (see section on "Managing allegations against staff")

Also see: UK Council for Child Internet Safety (UKCCIS)
Child Exploitation and Online Protection Centre (CEOP)
Think U Know
UK Safer Internet Centre

9.2 **Children and online safety when educated at home**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the Police.

Online teaching should follow the same principles as set out in the school code of conduct. Rushmere Hall Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Also see: Eko Trust: Addendum Safeguarding and Child Protection Policy COVID-19 May 2020

Eko Trust: Live Lessons - use of Google Meets with pupils
Department for Education: Safeguarding and remote education during coronavirus (COVID-19)
Keeping Children Safe in Education September 2020: Annex C
BBC App: Own It
SafeToNet

SECTION 10
Working Together with Parents and Carers

10.1 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details - more than one emergency contact number for pupils will be collected where possible by each school.
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact details of the child's GP
- any other factors which may impact on the safety and welfare of the child

10.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information on only a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

10.3 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

10.4 Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request.

10.5 **Information sharing**

Information sharing is an important aspect of safeguarding children and vulnerable people. Serious Case Reviews often record that a failure to share information has been a key factor. It is important however that information is shared legally.

The duty to share information arises from: Children Act 1989 and Children Act 2004 Section 11 and General Data Protection Regulations section five; Article 23

When children are suffering or may be at risk of suffering significant harm, concerns must always be shared with children's social care or the police.

Schools should make it clear to parents that they have general duty to share information with other agencies where they have safeguarding concerns. It is good practice that schools should work in partnership with parents and carers. This means that in general schools should share information with other agencies with the parents' knowledge and consent.

If parents do not consent, the duty to refer overrides this, as the safety of the child is paramount.

Seeking consent is not required, if to do so would:

- place a person at increased risk of harm (usually the child, but also a family member or another person);
- prejudice the prevention, detection or prosecution of a serious crime; or
- lead to an unjustifiable delay in making enquiries

Section 11
Safer Recruitment

Rushmere Hall Primary School is committed ensuring that all staff and volunteers working with children in the school will be recruited safely.

Rushmere Hall Primary School has set out a set of Safer recruitment practices to help ensure that our staff, agency staff and volunteers are suitable to work with children and young people. It's a vital part of our commitment to creating a safe and positive environment and making a commitment to keep children safe from harm.

For detailed information on the Eko Trust approach to Recruitment and Selection see:
EKO Recruitment and Selection Policy June 2020

Section 12

Managing Allegations against Staff, Supply Staff or Volunteers

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the Head Teacher, Principal or Designated Safeguarding Lead (where this is part of their role);
- where there are concerns/allegations about the Head Teacher or Principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school;
- in the event of concerns/allegations about the Head Teacher, where the Head Teacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority

For detailed information on the Eko Trust response to allegations see:
Allegations against Staff; information for those subject to allegations
Summary managing allegations against staff and volunteers procedures flow chart

Section 13

Monitoring and Reviewing Our Policy and Practice

8.1 Our Designated Leads for Safeguarding and Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head teachers, Local Governing Bodies and the School Board any weaknesses or deficiencies.

8.2 The Local Governing Bodies have a duty to remedy any weaknesses that are identified.

8.3 An annual report will be submitted to the Local Governing Bodies, the School Board and the NSCB which will outline the child protection and safeguarding work that has been undertaken during the year. Names of children will not be shared

8.4 The Local Governing Bodies, the School Board, the Head teachers, the CEO and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

8.5.1 Our Policy will be reviewed annually with the School Board.

8.5.2 This Policy was adopted in December 2016. It has been reviewed in July 2020. It will be reviewed in July 2021.

Appendix A

Useful Contacts and additional information

Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Children Board www.suffolkscb.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year-old witnesses in criminal courts	MoJ advice
	Advice for 12-17-year-old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy

	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Appendix B

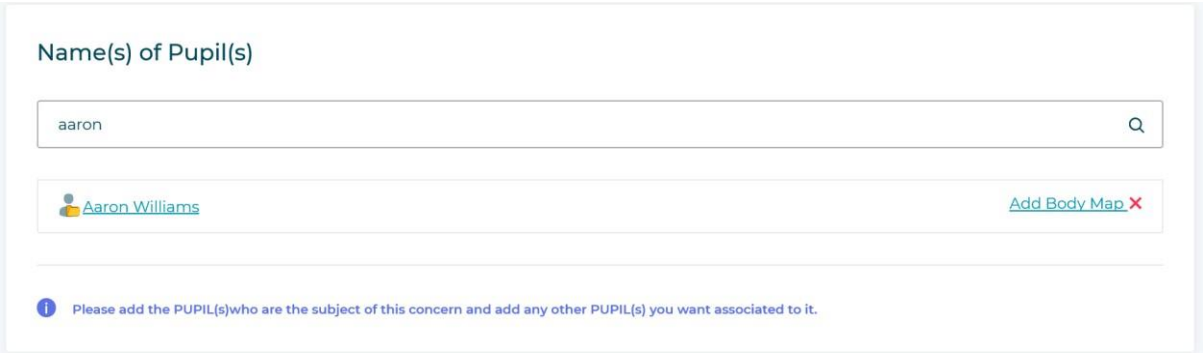
Record of concern about a child/young person's safety and welfare

Reporting a concern on the My Concern system:

When a User logs onto the system they are taken to the home page. From here they are able to report or update a concern:

Names of Individuals

MyConcern allows Users to report a concern about a named individual (or a number of individuals) or to report a concern even if the User is not sure of the name(s) of the individuals involved.



Users can either enter the full name of the individual into the text field or they can search for individuals based on the forename or the surname. The system will start generating search results when there are at least three characters in the text field.

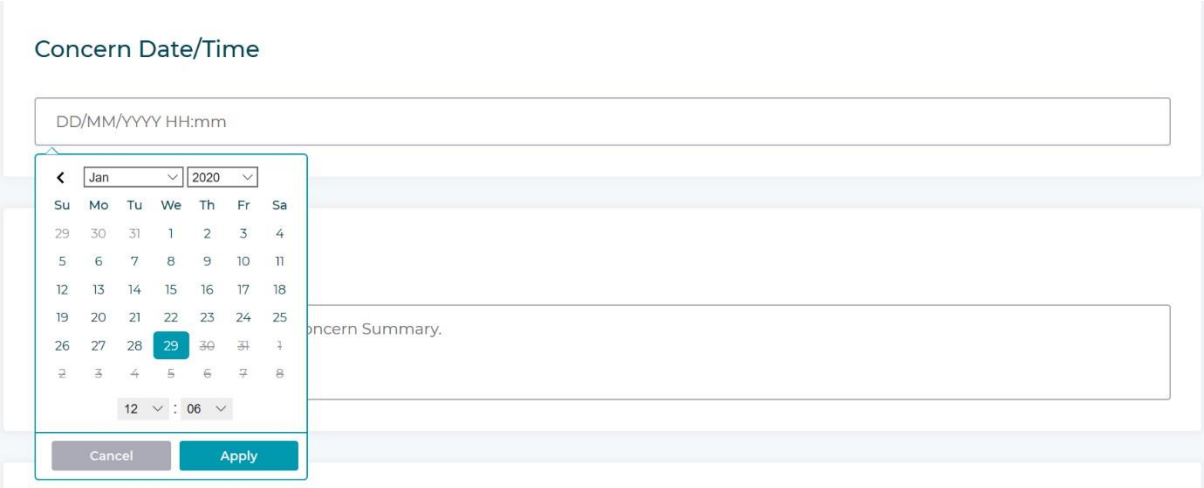
2.3 Concern Summary

The **Concern Summary** is a one-line sentence outlining the core detail of the concern in a maximum of 250 characters.

The purpose is to make it easier for Users to identify concerns as this will appear on the concerns dashboard once submitted alongside other reported concerns.

2.5 Concern Date and Time

The User selects the time and date that the **incident first came to their notice** from the pop-up calendar. The calendar will allow the User to record historical concerns if necessary.

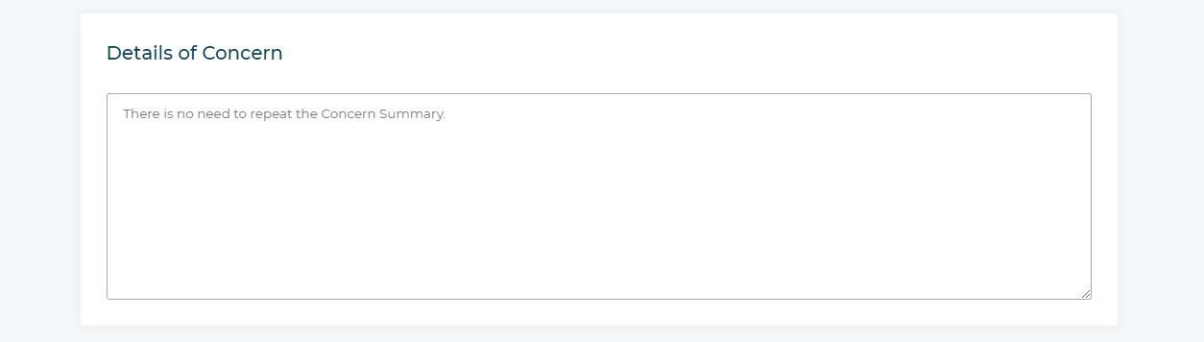


2.6 Details of Concern

As much relevant information as possible should be included in the report, including the time and date of the incident and the actual words used by the individual.

There is no limit to the number of words that can be typed into this field and the User will be able to create paragraphs within the text box if necessary.

Placing the cursor over the bottom right corner and dragging the mouse can expand the screen view for the text box.



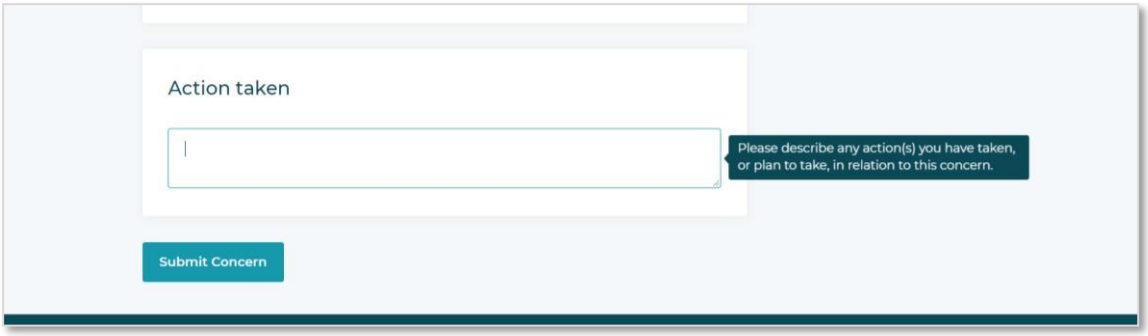
2.7 Location of Incident

A Safeguarding Lead with admin rights can enable this functionality and create your establishment's unique list of places within the admin section, and then select the location of disclosure/incident from the drop-down list when reporting a concern.

2.9 Action Taken

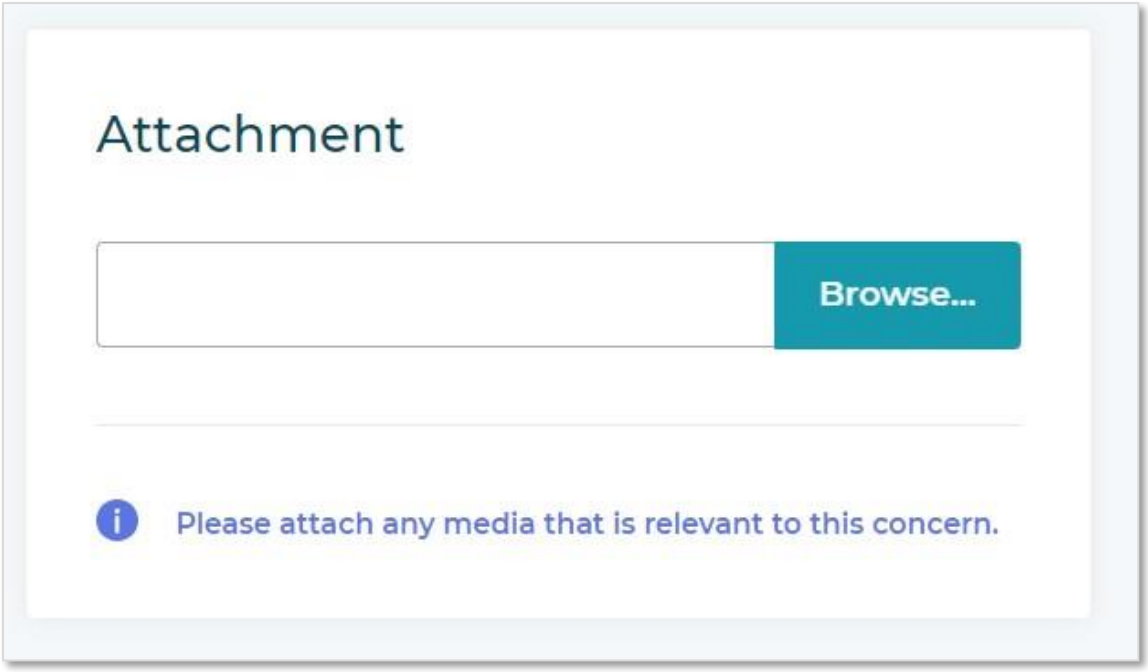
If the User has already taken or plans to take any action to deal with the concern, that information can be recorded in the box provided. This will help the Safeguarding Lead to understand what the User has done in response to the incident.

There is no limit to the text and by placing the cursor over the bottom right corner and dragging the mouse the screen view can be expanded.



2.10 Attachments

If the User has any documents or other material relevant to the concern (such as photographs, screenshots or other images) they can be uploaded to the system using the 'Attachments' feature:



By selecting the **'Browse'** button the User will be taken to their document folders linked to their device and will be given the option to choose **any media file of up to 10MBs**. This will include PDF and Word Documents, images and audio files.

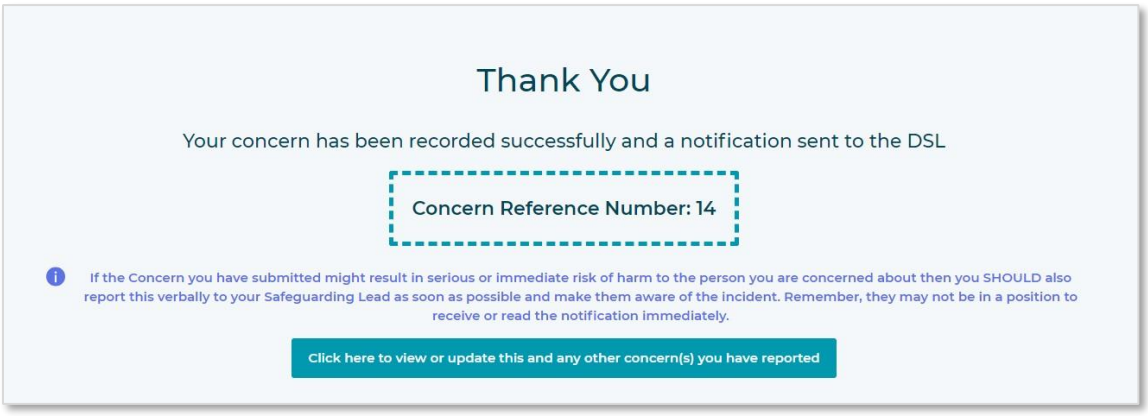
3. Submitting a Concern

Once the User has completed the concern report they can simply click on the 'Submit Concern' button to finalise their submission.

The User will receive an on-screen receipt showing that their concern has been successfully recorded.

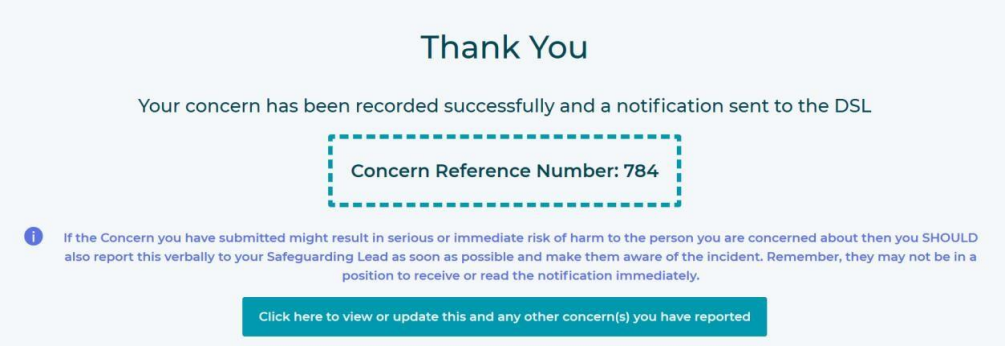
This contains the 'Concern Reference Number', which will appear on the left-hand side of any concern dashboard and is generated by the number of concerns in the establishment, i.e. if the number is 14, then it is the 14th concern reported. There will also be a hyperlink that enables them to view this and any other concerns that they have previously recorded. (These concerns can also be viewed by clicking on the '**My Concerns**' button in the top navigation bar).

A Basic User can only report a concern and will not be able to update a concern.



Once the User has submitted their concern the system will send an automated e-mail alert to the Safeguarding Lead or selected Notification Group to let them know that a new concern has been recorded:

Trusted Users can also access the **My Concerns** screen via the electronic **Thank You** receipt that will appear when a concern is submitted for the first time:



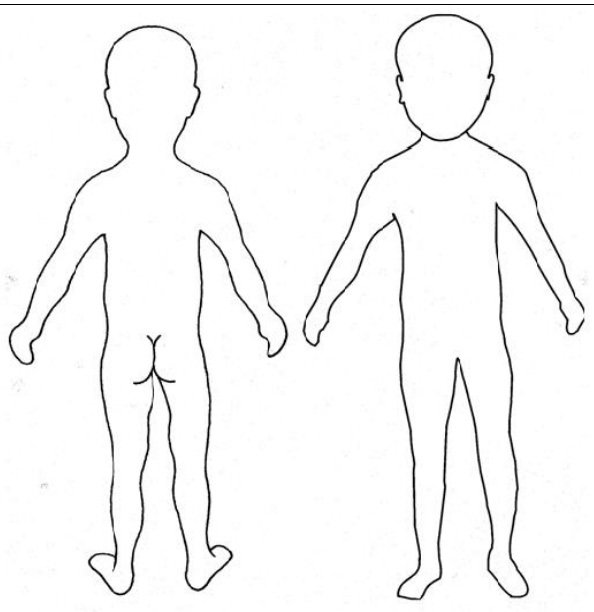
Appendix C

RHPS RECORDING FORM FOR SAFEGUARDING CONCERNS

(Must be hand-written)

Name of pupil making the disclosure or that you are concerned about	Childs date of birth	Class	Your name (and position in school)

Nature of Concern/Disclosure					
(Remember to only record fact DO NOT add your own opinion)					
Was there an injury?	Yes ☐	No ☐	Did you see it?	Yes ☐	No ☐
Describe the injury:					
Have you filled in a body plan to show the injury and its approximate size?				Yes ☐	No ☐
Was anyone else with you?	Yes ☐	No ☐	Who?		
Where were you?					
Has this happened before?	Yes ☐	No ☐	Date:		
Did you report the previous incident?	Yes ☐	No ☐	To Whom?		
Is the safeguarding concern enabled or dependant on the internet?				Yes ☐	No ☐
Do you have concerns about radicalisation? (Please advise PREVENT lead.)				Yes ☐	No ☐
Who are you passing this information on to?	DSL	Senior Leader	LADO	Police	Customer First
Please give details including their name and contact number:					
Name of DSL:	Time:			Date:	
Your Signature:	Print name :				



BODY MAP

Action to be taken [*for DSL use only*]

When required to complete one or more actions, follow the numbers written in the boxes.

Teacher to informally speak to the parent by phone or in person ☐	Teacher to gather more information from child ☐	Teacher to monitor this closely in class and return to the DSL if the issue / concern continues ☐
Teacher to record concern on low level observation sheets and monitor situation ☐	Teacher to set up a link to a parent in preparation for possible future discussions ☐	Other ☐
Notes:		

Summary of Action Taken by DSL:

Referred to:	Recorded on chronology Yes ☐ No ☐	Date and Time completed :
Your Signature:	Print Name:	Noted on Safeguarding Log : Yes ☐ No ☐

Identified Risk Factors:

Absent Parenting	☐	Gang Related	☐	Drug or Alcohol Abuse	☐
Child Missing Education	☐	Homelessness	☐	Emotional Abuse	☐
Child Sexual Activity	☐	Honour Based Violence	☐	Online safety	☐
Child Sexual Exploitation	☐	Human Trafficking	☐	Fabricated Illness	☐
Sexual Abuse	☐	Ill Health / Disability	☐	Family in Acute Stress	☐
Domestic Abuse	☐	Missing Person	☐	Female Genital Mutilation	☐
Forced Marriage	☐	Neglect	☐	Vulnerable to Radicalisation	☐
Physical Abuse	☐	Parental Ill Health / Disability	☐	Self-Harm	☐
Peer on Peer	☐	Other… (please specify)	☐		

Appendix D - Early Help Offer

Here at Rushmere Hall Primary School, we are committed to and appreciate the benefit of Early Help as a way of supporting young people and their families. Our Early Help Offer identifies the need to put in help and support as soon as problems start to emerge, or when there is a strong likelihood that problems will develop in the future. Using the early help on offer enables families to stop many problems escalating.

Family life can be complicated at times and there may be situations where you need extra help and support. If things aren't right at home, please come and talk to us - there are many ways in which we can help.

Listed below is our school offer:

- **Taking the time to listen to children's concerns**. We have a Family Liaison Manager, Family Liaison Assistant, an Inclusion Manager and Inclusion team members who are available to chat to pupils when they feel they have a problem they would like to share.
- **Taking the time to listen to families.** Sometimes, you might need to share information or have a difficult situation you need to make us aware of. We will listen. We have families too!
- **Nurture Groups** Helping children improve their social skills, deal with loss, focus on learning
- **Lunchtime Play Sessions** (by invitation)
- **Peer Mentoring System**
- **In-house Safeguarding Protocols and trained Safeguarding staff**
- **Running an effective PSHE curriculum** which supports children and develops key skills not only for school but for life.
- **Referral to parenting courses**. Not sessions to tell you how to do it, but an opportunity to share what works and sometimes what doesn't.
- Referral to the **School Nurse service**.
- **In-house Behaviour Support**
- **A commitment to supporting our Young Carers (including regular school support groups and referral to Suffolk Young Carers.)**
- **Support from External Agencies** (including Counselling, Bereavement, Social Care, Suffolk Family Carers, Behaviour Support,)
- **Learning Interventions specific to your child** (reading, maths, phonics)

There are also agencies which you can contact independently should you wish to do so, who might be able to help and provide the support for your family.

Below you will find contact details for agencies within Suffolk. If you do not have access to the internet, there is a computer in the school foyer – please use this to access the help you need.