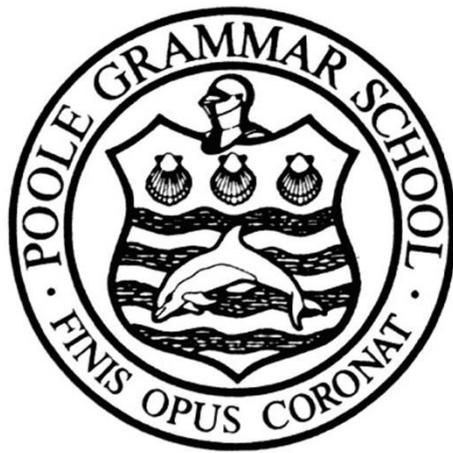


# Poole Grammar School Child Protection and Safeguarding Policies and Procedures



**2018-19**

Last revised September 2018

# Child Protection & Safeguarding at Poole Grammar

## INTRODUCTION

These policies and procedures have been developed and updated to ensure compliance with current guidance. The two key documents that staff should be aware of are: Keeping Children Safe in Education September 2018 – Parts 1 & 4 have been distributed to all staff on Moodle:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707688/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_Part\\_1\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf)

And Working Together to Safeguard Children March 2015:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Local (Poole and Bournemouth) Safeguarding Children Board's Inter-agency procedures can be found at: [www.bournemouth-poole-lscb.org.uk](http://www.bournemouth-poole-lscb.org.uk) with advice for practitioners in a local context.

These documents should be read in conjunction with the PGS policies of E-Safety, Behaviour Management and Harassment & Bullying. Staff should follow the advice issued throughout the year in respect of the current issues surrounding Safeguarding such as Prevent, YPSI, Child Sexual Exploitation, FGM and the outcomes from Serious Case Reviews so that they have the necessary awareness to protect students.

The staff and Governors of Poole Grammar School recognise that young people have a fundamental right to be protected from harm or exploitation. Unless they feel secure students cannot learn effectively. We will build a school community which promotes self-confidence, a feeling of worth and the knowledge that pupils' concerns, no matter how expressed, will be listened to and acted upon. We will promote the fundamental rights underpinning our society's values to give individuals the right to freedom of belief and expression within the bounds of the law. Respect by those in our community will be shown to every individual regardless of their ethnicity, disability, gender or sexual orientation.

Staff at Poole Grammar School understand the importance of working in partnership with young people, their parents, carers and other agencies in order to promote our pupils' welfare. We will also ensure that our school carries out its statutory duties to report suspected child abuse to the appropriate Local Authority Multi-Agency Safeguarding Hub and to assist them in taking appropriate action on behalf of the young people in our care or enquiring into allegations of child abuse.

The school is committed to ensuring that best practice is adopted when working with young people, offering them support and protection and accepting that it has a moral and legal responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse. The obligation to use these safeguarding procedures apply to all teaching staff (including cover supervisors and exam invigilators), support staff, governors and visitors to the school in whatever capacity. All must acknowledge that:

- A young person's welfare is of paramount importance and all have the right to be safe and protected from any form of abuse.

- All staff will receive safeguarding training appropriate to their situation and update this training as needed in accordance with statutory guidance and LSCB advice to ensure that all are aware of the signs of harm/neglect and are able to appropriately support children in school and manage behaviour related to any abuse experienced.
- A young person who is being abused will only tell people they trust and feel safe with. Any member of staff at Poole Grammar needs to be able to respond appropriately to a pupil who discloses, in any way, or manifests evidence of abuse.
- It is essential that members of staff own practice and behaviour whether in person or online puts young people's welfare first, cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff working in the school at any time should report any concerns they have about safeguarding to one of the Designated Staff without delay.

**If you have any safeguarding concerns, are worried about a student's welfare or a disclosure is made to you, please inform one of the following immediately:**

- 1. Keith McDonald, Designated Safeguarding Lead**
- 2. Andy Baker, Headteacher, Prevent Lead**
- 3. Viv Wilson, Student Support Officer, Mental Health Lead**
- 4. Jonathan Stiby, Bursar**
- 5. Donna London, Deputy Headteacher**
- 6. Katie Etheridge, Assistant Headteacher – Head of Learning Support**

**The nominated Governors with responsibility for oversight of Safeguarding are:  
Mrs J. Risness and Mrs F. French.**

## **Training**

The above Designated Staff receive training every two years on a rolling programme to ensure that they are always up to date with current issues and good practice. Staff will be updated by KMM via e-mail on specific current areas of concern such as new aspects of online technology (Appendix 3 of this document), preventing radicalisation and promoting British values (Appendix 2) and Child Sexual Exploitation in the light of the Casey Report 2015. All relevant documents are placed in the Safeguarding area of Moodle.

As Safeguarding Lead, KMM, or one of the other Designated members of staff attends a national safeguarding conference annually, LSCB Anti-Bullying & E-Safety training and the termly LSCB DSL forum.

Training is given every 3 years by an external provider to the full school community of teaching, support staff and governors. This was provided in September 2018 by Training Matters. Sept 2016 saw a presentation by SPACE to raise staff awareness on all aspects of LGBT issues and Sept 2017 E-Safety training for staff provided by the Police Safe Schools & Communities Team. KMM provides information on the most up to date issues at this stage and then subsequently throughout the year to staff, students and parents.

Staff arriving mid-year or between the training on the 3 yearly cycle plus those on teaching practice will receive the relevant documentation and PGS-specific training from KMM.

### **Underlying Principles:**

**Children and young people have a fundamental right to be protected from harm.**

**Children and young people have a right to expect schools to provide a safe and secure environment.**

**Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff.**

It is a guiding principle of the law and child protection procedures that the protection and welfare of the young person must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children. More child protection referrals come from schools than from any other source.

### **What is Child Protection?**

- **Protecting young people from maltreatment**
- **Preventing impairment of learners' health and development**
- **Ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care**
- **Undertaking that role so as to enable those pupils who attend Poole Grammar School to have optimum life chances and enter adulthood successfully**

### **As a school how do we ensure that our safeguarding procedures are effective?**

- Effectiveness of settings and services in taking reasonable steps to ensure learners **are** safe
- Effectiveness of settings and services to ensure that learners **feel** safe

#### **Including:**

- Impact on outcomes
- How well people are taught to keep themselves safe
- How well they are protected from bullying and harassment
- Effectiveness of health and safety
- Providing safe environment and site
- Meeting the needs of medical conditions
- How welfare and Safeguarding issues are dealt with
- Working with key agencies to protect young people
- Prioritisation of safeguarding and promoting it to all school staff, governors & visitors
- Appropriate recruiting, vetting and training of all adults in the school community

- Families, pupils and staff should know who to talk to
- Courteous and responsible behaviour by pupils
- Rigorous monitoring of absence

**It is the responsibility of all those working at Poole Grammar to ensure that these criteria are met on a daily basis and must be carried out in accordance with the guidance in the revised Keeping Children Safe in Education document of September 2018. Part 1 of this document has been issued to all staff via Moodle and they should have read this and be aware of the contents. The principles therein should be applied in daily practice.**

## **Helping young people keep safe and achieve their potential**

**All those who work with the young people at Poole Grammar School must put in place arrangements to ensure that they take into account the need to safeguard and promote the welfare of the pupils in their charge. The criteria previously used for Every Child Matters are still good guidelines and laudable aims to use as welfare indicators for pupils in school:**

<b>Be healthy</b>	Physically healthy Mentally and emotionally healthy Sexually healthy Healthy lifestyles Choose not to take illegal drugs Parents, carers and families promote healthy choices
<b>Stay safe</b>	Safe from maltreatment, neglect, violence and sexual exploitation Safe from accidental injury and death Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school Have security, stability and are cared for Parents, carers and families provide safe homes and stability
<b>Enjoy and achieve</b>	Ready for, attend and enjoy school Achieve stretching national educational standards at secondary school Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school Parents, carers and families support learning
<b>Make a positive contribution</b>	Engage in decision-making and support the community and environment Engage in law-abiding and positive behaviour in and out of school Develop positive relationships and choose not to bully and discriminate Develop self-confidence and successfully deal with life changes and challenges Develop enterprising behaviour Parents, carers and families promote positive behaviour
<b>Achieve economic Well-being</b>	Engage in further education, employment or training on leaving school Ready for employment

Live in decent homes and sustainable communities  
Access to transport and material goods  
Live in households free from low income  
Parents, carers and families are supported to be economically active

## **SHARING CONCERNS**

Teachers and support staff in school have a key role in the protection of the young people in our charge from abuse. All staff are in close contact with them on a daily basis and are in an ideal position to:

- build relationships with students and parents
- provide an adult in a ready position to listen to them
- provide continuity and consistency
- be frequently chosen by young people when they need to talk to an adult about their abuse
- have day-to-day contact with the students in their charge and be particularly well placed to observe outward signs of abuse and changes in behaviour
- see more children more often than do many parents
- see our students in context of similar age, circumstances etc

**All staff should be confident in their knowledge of KCSIE Sept 2018 Part 1 to help with their ability and confidence from a position of knowledge to address all aspects of Safeguarding within the school.**

**Staff should always inform the DSL if they feel that a young person in their care shows:**

- different or unusual behaviour (including academic performance)
- mood changes - becoming withdrawn, depressed, lack of motivation, unusual emotional outbursts
- changes the child's relationships with their peers
- a sharing of puzzling statements or stories
- change to appearance, including inadequate clothing, poor hygiene, uncared-for hair or skin especially where these have been previously appropriate
- a sudden need to take other children's food especially at 'break'
- any unexplained bruise or injury especially on the head, face or trunk

Staff sometimes have an 'intuitive feeling' that all is not well with a child in their care that they know. This in itself is not necessarily an indicator of any problems but may cause staff to be more aware of changes as they happen. These 'indirect disclosures' build up over time to give a picture of the child's situation and each incident or change, no matter how small, should be recorded. If staff are unsure as to whether changes are significant or not they should discuss their concerns with the DSL for that area of the school as part of the team that will know the child best. In all reviews of safeguarding procedures criticism has never been raised regarding professionals raising concerns and passing them on, only the reverse.

All children and families have times of stress or difficulty where children may not present as usual and different families have their own cultures of behaviour which cover a very wide 'normal' range. It is important to remember this when making responses to concerns, but always discuss them with the DSL.

Many issues can be addressed with the young person with perfectly reasonable explanations eg for injuries observed, at other times such discussion may lead to a referral.

It is especially important to be aware of this where families are of other cultural origins where normal patterns or behaviour may be different but acceptable within that culture. That is not a barrier to challenge – staff must act in the best interests of the child and according to the laws of this country.

**As a default position, where any staff in school are concerned or unsure about the welfare of a pupil in the school community they should share the concerns with one of the Designated staff.**

## **MONITORING AND RECORD KEEPING**

Schools can play a vital role in protecting children by the effective monitoring and recording of certain aspects of the child's progress and behaviour in school. This is particularly important when there has been no direct disclosure of abuse. Monitoring in school is particularly valuable because teachers are in daily contact with children. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' collectively or 'usual' for a particular child. Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made on the child's behalf.

### **All of the following should be recorded as relevant:**

- Patterns of attendance
- Changes in moods and behaviour in the classroom
- Relationships (with peers, adults)
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Response to PE/sport
- Injuries/marks, past and present

### **How the information should be recorded**

- The Designated Safeguarding Lead will make the decision when to start or finish monitoring unless this decision is taken by an outside agency (eg after a case conference).
- Information can be recorded in note form which must be kept even if they are written up later.
- All notes must record date, time and place, context, adults/others present, any noticeable non-verbal behaviour and the actual words used by the child. **Please sign them.**
- If you are recording bruising or injury, please draw a diagram to indicate the position.
- Be objective - include statements and observable facts; not interpretations or assumptions.
- Please make sure all notes are kept in complete confidence and hand them to the Designated Teacher as soon as possible.
- Information on a case of child abuse or the risk of it where the parent may be the abuser are excluded from reports to parents and it is important that it remains totally confidential.
- All teachers' files/records are open to parents if they make a formal request to see them. Working notes are not subject to disclosure but must be eventually summarised on file, then destroyed.

Information about concerns is therefore kept by the Designated Teacher who will keep them in a secure place to ensure confidentiality at all times. This information may be needed as evidence.

- The DSL will collate the information and may ask other staff (as appropriate) for contributions and then decide on further action which may be to contact the parents/social worker or may ask staff to contact parents to find out further information eg changes of address, changes to child's home circumstances etc.
- Safeguarding notes related to specific cases are kept in separate files in the DSL office.
- At all times refer to the LSCB guidance if you have any queries regarding procedure and/or speak with one of the Designated staff.

## **RESPONDING TO ABUSE – for definitions please see Appendix 1**

### **Dealing with Disclosures**

When children make a disclosure to a member of staff, it is important that the following guidelines are used throughout the school. By explaining the TED system of 'Tell, Explain, Describe', staff should be able to work with the child concerned at what will be a very difficult time. Ensure that you:

#### **Receive**

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

#### **Reassure**

- Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child so do not make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now'.
- Do not promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to'.
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child - do not tell them what they should be feeling.

#### **React**

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter; but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as: 'What did he do next?' (this assumes that he did!) or 'Did he touch your private parts?'. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?', 'Yes?' or 'And ... ?'
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.

- Inform the Designated Lead for Safeguarding.
- Try to see the matter through yourself and keep in contact with the student.
- Ensure that if a Social Services interview is to follow, the student has a 'support person' present.

## Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible. Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words, rather than translating them into 'proper' words. Use the body map tool to indicate the position of any bruising.
- Be factual in your recording: include statements and observable things. Whilst you should aim to ensure that you do not make assumptions about what you have been told, your professional opinions drawing upon your knowledge of the child can be very important and should be made clear.

## Support

- Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards.
- Ensure that **you** are supported through the process and confide in a colleague but without disclosing details/confidential information about the child.

There may be many reasons that stop a child from telling adults about their situation. These could include:

- Direct threats - children are taught to obey their parents.
- Fear of punishment.
- Guilt or shame.
- Lack of appropriate vocabulary to describe what is happening.
- Children may not recognise the abusive experience as abuse - they may believe sexual abuse is part of the affectionate relationship.
- In sexual abuse the abusive experience may be all they receive in response to their need for love and physical contact.
- In sexual abuse children may love the abuser and feel they are special, favoured in some way.
- Awareness of the possible implications, such as family break-up, medical examination - children may think their silence protects others.
- Children 'tell' in a variety of ways - through their behaviour, play and creative work as well as through direct disclosure.
- Many children make some attempt to 'tell' but are not 'heard'.
- The Designated Safeguarding Lead for the school will consult with Social Care who will decide what the next actions will be if it is unclear whether a case should be formally referred.
- Whether or not to make a referral which could activate a Child Protection investigation is a serious decision and will require careful judgement.
- Where it is decided that referral is appropriate, the Designated Safeguarding Lead will ask to be informed of the timing of the strategy discussion between statutory agencies which will decide whether and how to investigate.

- The Designated Lead will always be prepared to contribute the school's knowledge of the child at this discussion and will clarify with the investigating agencies when, how and by whom the parents and the child will be told a referral has been made.
- The Designated Lead or one of the other trained staff will offer support as appropriate where disclosure has been made to another member of staff.

### **Prevention and Early Help**

The school plays a significant role in the prevention of harm to our pupils by providing open communication and an ethos of protection. Staff will:

- foster a community where the students feel safe and confident to talk to adults.
- ensure that students know which pastoral staff they can talk to in school.
- Safeguarding notices highlighting the Designated staff are displayed around the school.
- recognise that a wide range of Early Help strategies can be used with young people to provide intervention at a stage before circumstances potentially develop into more serious Safeguarding concerns.
- listen to Student Voice through the School Councils, Bus Committee, periodic questionnaires, the 'Listening Ear' box and the use of the Moodle Anti-Bullying button.
- ensure that safeguarding is paramount across the curriculum, including direct teaching in PHSE lessons to help equip children to stay safe from harm. Students across the year groups are given education talks from specialists in topics such as Road Safety, E-Safety, Mental Health, Attitudes to Homophobia and Child Sexual Exploitation to heighten awareness of these issues.
- pastoral staff are the first 'line of defence' with regard to safeguarding and student welfare. Tutors should be contacted by students and parents in the first instance, or Heads of Year where the concerns are more serious, urgent or persist following the earlier intervention. Matters should be referred to Designated staff if appropriate.
- the School Student Support Officer, SENCo, Pastoral Assistants, ELSA & LSAs may all be utilised as part of the in-school strategies for helping students.
- where in-house Early Help strategies are not effective as hoped or where specialist services are required, the school will refer to a range of outside agencies – CAMHS through the school CAMHS-link worker, school nurse or Targeted Services such as the intervention of the School Attendance Worker, Family Outreach Worker or Targeted Youth Worker.

### **Physical intervention**

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others.
- The minimal force must only be used to prevent injury.
- We understand that physical intervention may cause injury or distress to a child.
- Any incidences of physical intervention are recorded in line with Local Authority guidance and a copy is sent to the Local Authority.
- Only staff trained in the use of physical intervention (currently KMM, SRL & RQD) will use physical intervention except in exceptional circumstances when there is an immediate risk, in which case any adult can intervene when a student's safety may be at risk from themselves or the actions of another. Further guidance is available through the Borough Policy online or from KMM.

## **Vulnerable groups**

The school recognises that children with special educational needs and any form of disability may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Children in Care are also highly vulnerable and VW is the named member of staff for 'Looked After' young people. Regular Personal Education Plans (PEP's) are held with a focus to not only develop a pupil's academic potential but also to support the pupil with their emotional needs and any logistical or financial assistance that will help them in achieving their potential.

## **Domestic Abuse**

The DSL & Headteacher receive a notification from Social Care when Police have visited a home in respect of a Domestic Abuse incident where a pupil of the school resides. This only contains the address and name of the pupil concerned. The DSL will liaise with the relevant pastoral staff to ascertain our knowledge of the circumstances in the family home and contact Social Care in instances of concern or where more information is required.

**Staff should also maintain vigilance in respect of the following issues:**

### **Honour Based Violence**

Honour based violence 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 acquaintances 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.

Further information can be found at: [http://safe.met.police.uk/crimes\\_of\\_honour/get\\_the\\_facts.html](http://safe.met.police.uk/crimes_of_honour/get_the_facts.html)

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Staff have a duty to report any case of FGM for under 18 years of age. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK and must be reported. The 'One Chance' rule: As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Please be aware that in a school with all male students incidents may arise whereby they report concerns about female friends or relatives.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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

### **Child Sexual Exploitation**

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether

- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Staff should refer to previous training in this area and be vigilant at all times of discussion by students in lessons or tutor time which may give rise to suspicions that a student is subject to sexually exploitative behaviour. All concerns should be passed to Designated staff who may have other 'pieces in the jigsaw' which, when put together, may reveal a pattern of behaviour.

<https://www.barnardos.org.uk/cse>

## **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include

children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

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

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

The following traffic light tool should be used when considering any sexualised behaviour:

[https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool?utm\\_source=brook&utm\\_campaign=traffic-light-tool-dec&utm\\_medium=homepage-banner](https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool?utm_source=brook&utm_campaign=traffic-light-tool-dec&utm_medium=homepage-banner)

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Youth Produced Sexual Imagery** (previously known as ‘sexting’)

If you suspect at any time that a student has created, distributed or received a sexualised image or video on a device then please relay this concern immediately to the Designated Safeguarding Lead. **Do not attempt to view such an image yourself** and never print, copy or share any sort of image – there are strict procedures in place regarding how such incidents will be dealt with and this will be in consultation with the Police where necessary. YPSI is a crime and, where investigated by the Police such incidents are now recorded as an ‘Outcome 21’. Further details are available at:

<https://www.safeguardingschools.co.uk/responding-sexting-schools-colleges-ukccis/>

If you suspect that a mobile device has illegal or inappropriate imagery on it, then you have every right (and are protected by law) as a member of staff to confiscate that item. It should then be immediately passed to a Designated or Senior member of staff. Under no circumstances should an individual pursue such an investigation on their own. Any viewing of suspected images of whatever content and source should be viewed by at least two staff so that their actions are transparent. If upon investigation any images are, or may be, illegal, then the Police will be contacted by a Designated member of staff.

## **Appendix 1: Recognising signs of child abuse**

### **Categories of Abuse:**

- **Physical Abuse**
- **Emotional Abuse (including Domestic Abuse)**
- **Sexual Abuse**
- **Neglect**

### **Signs of Abuse in Children:**

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

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

### **Risk Indicators**

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with DSL
- May then require consultation with and / or referral to Children's Services

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

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

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

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

## **Bruising**

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

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

## **Bite Marks**

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

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

## **Burns and Scalds**

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

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

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

## **Scars**

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

## **Recognising the signs of Emotional Abuse**

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## **Recognising Signs of Sexual Abuse**

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

## **Recognising signs of Neglect**

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

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

## **Appendix 2: Safeguarding students who are potentially vulnerable to extremism**

1. The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
2. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
3. Extremism is defined by the Government in the Prevent Strategy as:  
“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”
4. Poole Grammar School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
5. Poole Grammar School will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including extremist views of whatever origin or nature. Presentations themed throughout the year focus in many cases on tolerance, respect and diversity.
6. Our school, like all others, is required to identify a Single Point of Contact (SPOC) who will be the lead within the organisation in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC at Poole Grammar is AJB as Prevent Lead with KMM being the Designated Deputy in this area. If you have any concerns whatsoever speak with either immediately. Concerns or specific incidents will be referred to the SSCT in the first instance.

The Government has issued non statutory advice on the **Prevent Duty**. All schools are subject to a duty under **section 26 of the Counter-Terrorism and Security Act 2015** in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent Duty. The document relating to this is to be found on the Safeguarding area of Moodle.

### **Key Points of the guidance**

- It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified
- This should be part of the wider safeguarding duties, similar to protecting children from other harms
- Staff should build up pupils ‘resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- Ofsted’s revised common inspection framework for education, skills and early years (effective from September 1<sup>st</sup> 2015) refers to the need to have safeguarding arrangements to promote pupils ‘welfare and prevent radicalisation and extremism’

## Risk Assessment

- General risks will vary from area to area and according to age, it is necessary to understand the local context.
- Need to be aware of the risk of online radicalisation.
- Be aware of any changes in behaviour which may indicate involvement and help identify pupils at risk. Particular attention should be made to online material where the potential for radicalisation is highest. Appropriate filters are in place and key word indicators raise immediate concerns to the IT team which are then discussed with safeguarding staff.
- Staff must take action when they observe behaviour of concern and report anything that gives them cause for concern regarding a student's attitude, statements or potential travel. In the first instance have this conversation with AJB as Prevent Lead or KMM as DSL
- Effective engagement with parents/family is important with a dialogue that is open, shows understanding, whilst preserving at all times the fundamental principle of putting the welfare of the student as paramount. The content of any visiting speakers should be thought about in advance and reasonable checks made whilst maintaining the rights and principles of free speech.

Revisit as and when necessary the Channel Prevent training that is accessible online to refresh your knowledge of this area of Safeguarding.

A Lockdown Policy has been introduced in the event of a potential terror threat or one of violence from individual(s) entering the school site. This is practised and regular reminders given to staff as to the procedures.

Concerns raised by staff will be referred to the MASH or Police by KMM as DSL or AJB as Prevent Lead and who received updated training in this area in July 2018.

### **Appendix 3: Protecting yourself as a professional – advice for staff regarding protocols using technology**

With the explosion in communication technologies and the consequent ease of access to data of many forms, it is important that staff are not put in a position whereby they, the school or the students can be compromised in any way. It is important that communication between staff and students, by whatever method, should take place within clear and explicit professional boundaries. Those working in an educational setting should be circumspect in their communications with any young people so as to avoid possible misinterpretation of their motives or any behaviour which could be construed as grooming. This means that teachers and support staff should:

1. Always approach use of social media from the point of view that it is a public place and do not do anything online that you would not do in person as a professional. Carefully review all internet sites where you have recorded any personal information that could be accessed by students, parents or employers. Do not post information/photographs about yourself publicly that could give a negative image of the school or be potentially damaging to your career if seen by employers, pupils, parents or colleagues. When using social networking sites such as Facebook ensure that your privacy levels are set to protect yourself as fully as possible ie do not accept 'friends of friends' which could result in your details being indirectly made available to students. **Under no circumstances add students currently on roll to your contact list.** Contact with ex-pupils can potentially cause a problem should the suggestion be made that the relationship was ongoing before the student left school. Even though they are now adults, be extremely careful when the contact with the young person was initially made in your professional capacity.
2. For events such as fixtures and trips, only use equipment e.g. mobile phones, provided by the school to communicate with pupils making sure that parents have given permission for this form of communication to be used.
3. Only make contact with students for professional reasons in accordance with this policy. If contact is by e-mail use your school e-mail account. Records will then protect you in the event of any query.
4. Recognise that text messaging is rarely an appropriate means of contact. It should only be used as a last resort when a pupil is at risk and other forms of communication are not possible.
5. Do not use internet or web-based communication channels e.g. Facebook, Twitter, Instagram, Snapchat, Kik or Skype to send personal messages to a student/young person or their parents.
6. Staff should not give their personal contact details to students including personal e-mail addresses, home or mobile telephone numbers, blogs or personal websites such as Facebook accounts unless it is for clear professional reasons and it is agreed with senior management **and** parents/carers.
7. Staff should not use personal devices in areas of the school where students are present.

If in doubt over any aspect of this policy seek advice from an SLT member or the Designated Safeguarding Lead. E-mail, text or social networking or other internet communications between a member of staff and a student outside this policy could potentially lead to disciplinary action and/or criminal investigations.

***In conjunction with this protocol, for your own protection please read the document “Safer working practice for teachers using electronic communication” which is on the Safeguarding area of the school portal and the latest issue of the “E-Safety Policy for all School Staff”.***

**CONFIDENTIAL: CHILD PROTECTION - DISCLOSURE PROFORMA**

This form is intended for staff to whom a disclosure has been made to formally record the necessary information as soon as possible after the conversation with the student-- it is recommended that at the time of speaking with and listening to the student that rough notes are made and these are also kept. Please also use to highlight any child protection concerns you may have about a particular student.

Member of staff: \_\_\_\_\_

Pupil by whom disclosure  
made/concern is about \_\_\_\_\_

Form Group \_\_\_\_\_

Place and time of disclosure (if applicable) \_\_\_\_\_

**SUMMARY OF INFORMATION DISCLOSED/CONCERNS ABOUT A STUDENT**

**Signed :** -----

**Date :** -----

Pass this form to a Designated member of staff immediately