



Cockington Primary School

Child Protection and Safeguarding Policy

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Executive Summary of changes since April 2017

Para. 3 Policy aims	Copy and paste para 52 up to and/or welfare
Para. 5 Safe school, safe staff	Added: All staff and volunteers read Keeping Children Safe in Education Part 1 annually and sign to say they have read and understood it Added footnote: '* The Code of Conduct should include acceptable use of technology, staff and pupil relationship boundaries and communications, including the use of social media. Added to 1st bullet point: 'behaviour policy, the safeguarding response to children who go missing from education,' Added to 2nd bullet point: 'including online safety'
Para. 6 Roles and Responsibilities	Added to 8 th bullet point: '/Board'
Designated Safeguarding Lead	Added to 1 st bullet point: 'and is a member of the SLT' Added to the 9 th bullet point: 'as soon as possible, ensuring secure transit' Added as 10 th bullet point: Cut and paste from para 75
Para. 8 Making a referral	Replaced 'discussed' with 'immediately raised'. Added: 'this rapidly and systems are in place to enable this to happen'.
Para 9 Children who are particularly vulnerable	Deleted bullet pointed list. Replaced by para 18 from KCSiE
Para 20 Looked After Children	Added to title: '/previously Looked After Children' Added: '/previously looked after children' Added: 'The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.
Para. 21 Children Missing Education	Added: 'The school will hold more than one emergency contact number for the pupils and students where reasonably possible'.
Para. 23 Peer on Peer Abuse	Changed title: 'Child on Child Sexual violence and sexual harassment' Added new bullet point: 'The DSL, Governing Body/Board and Head Teacher will take due regard to Section 5, KCSiE 2018'
Para. 28 Confidentiality and sharing information	Added to title: 'and GDPR' Added: 'GDPR May 2018' Added: Final sentence of para 73
Appendix 2 Sexual Abuse by Young people	Changed title; Sexual Abuse and Sexual Harassment Added: 'staff should be vigilant to Para 50

Appendix 4 Female Genital Mutilation	Added; 'If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the police'.
Appendix 10 Safeguarding Arrangements during Coronavirus (COVID-19) Pandemic	Updated DSL and Deputy roles Appendix added 31 Mach 2020 Added paragraph to end of section 13. Domestic Abuse, relating to Operation Encompass Calls. Removed and Updated Sept 20
Updates in line with revised KCSIE 2020	<p>Added, 'Safeguarding and remote education during coronavirus (COVID-19) 2020' 'The Prevent Duty 2015' and 'Guidance for safer working practice for those working with children and young people in education settings 2019' 'Data Protection Act 2018', 'Children Missing in Education (2013)' 'Relationships and sex education and health education (RSHE) (2019)' to introduction legislation and guidance list.</p> <p>Pg 6 Definition of safeguarding changed to include preventing impairment to mental and physical health.</p> <p>Pg 7. Policy Principles. Added Zoom and Teams conversations</p> <p>Pg 8. Values. Added mental health signs and reference to tool kit.</p> <p>Pg 9. Added reference to statutory RSHE curriculum.</p> <p>Pg 11. Added DSL having knowledge of contextual exploitation and secure transfer of pupil information.</p> <p>Pg12. Added whole staff awareness of contextual safeguarding and escalation if DSL fails to protocol.</p> <p>Pg 13. Confidentiality. Added The TESS Educational Consultation Line info and contact numbers.</p> <p>Pg 13. CP Procedures. Added on and offline abuse and upskirting, serious violence to recognising signs of abuse.</p> <p>Pg 14. Removed term 'disclosure' and replaced with tells or shows 'allegation of abuse'.</p> <p>Pg15. Added limit question to obtain context and immediate response to MASH for all alleged criminal or sexual abuse. Notifying parents – Added in some circumstances we will report directly to the police.</p> <p>Pg 16. Added all professionals consistently working with vulnerable pupils will receive robust support.</p> <p>Pg 16 Vulnerable chn. Added 'has imprisoned parent and parent experiencing mental health' to Early Help list. Added Children potentially at greater risk information.</p> <p>Pg18. Radicalisation and Extremism. Added definition for terrorism.</p> <p>Pg 19. Added Child Criminal Exploitation to CSE, definition of CCE and reference to partnership exploitation risk assessment.</p> <p>Pg 20. Added reference to Police Partnership Agency.</p> <p>Pg21. One Change Rule Added paragraph about FGM statutory guidance.</p> <p>Pg 22. Added section 19. Mental Health information (all subsequent sections renumbered from this point).</p> <p>Pg 24. Added school to advise parents with regard to Online safety. Change Online safety officer to John Paul Sharman.</p> <p>Pg 24. Added definition of upskirting.</p> <p>Pg 27. Added 'supply teachers, contractors and visitors' and behaviours considered unsafe, including transferable risk to allegations against staff. Added contact details for Torbay Council LADO, currently Ivan Sullivan.</p> <p>Pg 29. Added further definition of what to do following physical intervention.</p> <p>Pg 29. Added 'serious harms test' information with regard to when information about a pupil should not be shared.</p> <p>Pg 30. Added further relevant policies to list (Swimming Pool, Gifts and Hospitalities, Acceptable IT User, Allegations against staff and freedoms information) all found on coast website.</p> <p>Pg31. Added 'depression and anxiety, substance misuse, mental health problems and poor attendance to list of signs of abuse.</p>

	<p>Pg 35 Added Upskirting to list of what staff should be vigilant to in Appendix 2.</p> <p>Pg37. Added definition of County Lines to Appendix 3.</p> <p>Pg 40 Added DV contacts list from KCSIE.</p> <p>Pg 42 Added Prevent duty links and Channel information to Appendix 6.</p> <p>Pg 44. Added NSPCC link to Child Centred Policing doc to Appendix 8.</p> <p>Pg 45 Changed MASH email, LADO phone number and The Education Consultation Line info to Appendix 9.</p> <p>Removed COVID 19 March to July Appendix 10.</p> <p>Pg 46-55 Added Appendix 10 Safeguarding Arrangements in response to COVID 19 Pandemic Return to School and Home Learning.</p> <p>Pg 57 Added Local Authority What to do if you are worried a child is being abused Safeguarding Process Flow Chart.</p>
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Safeguarding Statement

Cockington Primary School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Key Personnel

Role	Name
DSL/Operation Encompass Key Adult	Mr John Paul Sharman jpsharman@cockingtonprimary.org.uk DSL Mobile: 07946414462 School:01803214100
Deputy DSL/Designated Teacher/Operation Encompass Key Adult	Mrs Jo Hoare (Wed to Fri) Jhoare@cockingtonprimary.org.uk Tel: 07946413711 Miss Zoe Davies (Mon to Fri) zdavies@cockingtonprimary.org.uk Tel: 07946806162
Other trained staff	Tanya Cunningham (Pastoral Team) Emma King (Head of School)
Safeguarding Governor/ Chair of Directors	Mr Tim Stephens TBC
SEND Governor	Louise Smith
CLA/LAC Governor	Mr Tim Stephens TBC
Whistleblowing Governor	Mr Tim Stephens TBC

Terminology

Safeguarding and promoting the welfare of children is defined as:

- 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
- taking action to enable all children to have the best outcomes.

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

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

Child includes everyone under the age of 18.

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

1. Introduction

Safeguarding legislation and guidance

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

- Section 175 of the Education Act 2002 (maintained schools only)
 - Section 157 of the Education Act 2002 (Independent schools only, including academies and City Technical Colleges (CTCs))
 - The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
 - The Safeguarding Vulnerable Groups Act 2006
 - The Teacher Standards 2012
 - Working Together to Safeguarding Children 2018
 - Keeping Children Safe in Education 2020 (KCSiE)
 - HM Information Sharing and Advice 2018
 - What to do if you're worried a child is being abused 2015
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- Safeguarding and remote education during coronavirus (COVID-19) 2020
 - The Prevent Duty 2015
 - Guidance for safer working practice for those working with children and young people in education settings 2019
 - Data Protection Act 2018
 - Children Missing in Education (2013)

- Relationships and sex education and health education (RSHE) (2019)

2. Policy Principles

The welfare of the child is paramount

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff¹, volunteers and governors have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or allegation made that may suggest a child is at risk of harm.
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Pupils and staff involved in child protection issues will receive appropriate support and supervision, for example regular meetings with the Torbay “TESS” (Torbay Education Safeguarding Service) team either face to face, Zoom/Teams or by phone conversation.

3. Policy Aims

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

¹ Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.

- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.

4. Values

Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Torbay MASH as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationships, Sex and Health Education (RSHE) through all aspects of school life. This includes online safety, and
- Accessing and utilising the necessary resources, guidance and toolkits to support the identification of children requiring mental health support, support services and assessments and the subsequent systems and processes.

Prevention / Protection

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

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad

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

lunchtimes/playtimes and the tracking of incidents, use of a signs of safety approach, including the child friendly tools such as “three houses”.

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Relevant issues about safe relationships will be taught in line with our Personal, Social and Emotional/Relationships, Sex and Health Education curriculum in line with statutory guidance from September 2020.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, there is a separate school policy on the use of mobile phones.

5. Safe School, Safe Staff

We will ensure that;

- All staff and volunteers are sent Keep Children Safe in Education Part 1 annually and they are expected to read and respond to say they have understood it. Staff are required to comment on what they have read and this is tracked by the Safeguarding officer and challenged if it is felt that there is a lack of understanding.
- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct)³, child protection policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), This information is freely available at lots of points around the school on posters. Any visitors have the information pointed out to them as it is on the back of the visitors badge.
- All staff receive safeguarding and child protection training, including online safety, at induction in line with advice from Torbay Safeguarding Children Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. All staff are trained on the September training day each year and a register is kept and catch up sessions are provided for any staff who are not present. Any new staff joining the school have a safeguarding session as part of their induction.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns. This done via the schools online reporting programme, CPOMS.
- All staff and governors have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy.
- The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, in some cases we act as lead professionals.

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

- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time, e.g by having evidence of DBS checks that have been undertaken.
- Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it.

6. Roles and Responsibilities

- All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;
- There is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Torbay Safeguarding Children Board (TSCB) and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the school website or by other means;
- Ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff Code of Conduct;
- All staff have read Keeping Children Safe in Education (2020) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- The school has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Board, currently Mr Tim Stephens usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of School or Executive Head
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- On appointment, the DSL and deputy undertake appropriate identified training offered by TSCB or other approved provider every two years;
- All other staff have safeguarding training updated as appropriate, but at least annually;
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through relationships, sex and health education (RSHE);
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- Appropriate online filtering and monitoring systems are in place;
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Board and ACT members.

- Any weaknesses in Child Protection are remedied immediately;

The Head of School will ensure that;

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

The Designated Safeguarding Lead (DSL);

- Holds ultimate responsibility for safeguarding and child protection in the school and is a member of the SLT;
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- Encourages a culture of listening to children and taking account of their wishes and feelings;
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will have knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation,
- Will refer a child if there are concerns about possible abuse, to the Torbay MASH⁴, and act as a focal point for staff to discuss concerns. Enquiries⁵ must be followed up in writing, if referred by telephone;
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- Will ensure that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file, ensuring secure transit) and that confirmation of receipt is obtained;
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers should be made securely,
- Will liaise with the Local Authority and work with other agencies and professionals, including the Police⁶ via Operation Encompass calls, in line with Working Together to Safeguard Children;

⁴ All new enquiries go to the MASH, DSLs can consult on 01803 208100. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0300 456876 or Police.

⁵ Online forms are available via <http://torbaysafeguarding.org.uk/workers/hub/>

- Has a working knowledge of TSCB procedures;
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation on the first day is referred to their social worker;
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, behaviour policy, staff Code of Conduct and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- Will contribute to and provide, with the Head of school and Chair of the board, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 Audit) to be submitted annually to TSCB;
- The DSL has an understanding of locally agreed processes⁶ for providing early help and intervention and will support members of staff where Early Help is appropriate;
- Will ensure that the name of the designated members of staff for Child Protection, the DSL and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead (DDSL)

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

All School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- Consider, always, what is in the best interests of the child;
- Have an awareness that contextual safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children in all external environments; having an awareness that 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.
- Know how to respond to a pupil who makes an allegation of abuse through delivery of 'Working together to Safeguard Children 2018', and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Torbay MASH;
- Will be aware of the Professional Difference (Escalation) protocol or the duty to report concerns if the DSL fails to do so without reasonable cause;
- Are aware of the Early Help⁶ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn;

7. Confidentiality

- Cockington Primary School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018⁷ is not a barrier to sharing information where the failure to do so would place a child at risk of harm.ⁱ
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the Head of School DSLs will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to Torbay MASH with their parents /carers consent unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Torbay MASH consultation line 01803 208820. The Educational Consultation Line will be running every weekday with effect from Monday 14th September 2020 from 9am-12 noon for 6 weeks with a review being undertaken at 3 weeks. TESS schools can also consult with TESS safeguarding advisors.

8. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also several specific safeguarding concerns that we recognise our pupils may experience;
 - child missing from education
 - child missing from home or care
 - child sexual exploitation (CSE)
 - bullying including cyberbullying
 - domestic abuse
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage
 - gangs and youth violence
 - Honour based abuse
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - radicalisation
 - youth produced sexual imagery (sexting)

- teenage relationship abuse
- trafficking
- peer on peer abuse
- upskirting
- serious violence

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

⁶Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#)

⁷The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

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

If staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on CPOMS and contact Cockington Safeguarding Team straight away. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing on CPOMS.
- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Cockington Primary School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or needs safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way. The school uses the TED approach for these conversations.
- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil telling or showing they have been abused or neglected.

What to do if a pupil tells a member of staff that they have been abused or behaves in such a way as to lead to a concern they may have been abused

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

During their conversation with the pupil staff will;

- listen to what the child has to say and allow them to speak freely

- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- limit questions to those necessary to obtain a context
- where sexual abuse has been alleged or an allegation of criminal abuse do not ask additional questions but telephone Torbay MASH for advice (see flow chart in Appendix 11 for information).
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next.

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

The member of staff should CPOMS this straight away. Staff should make this a matter of priority and ring this through to Pastoral and Safeguarding team so we can begin assessing quickly.

Notifying Parents

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

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

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

Making a referral

- Concerns about a child or an allegation of abuse should be discussed with the DSL who will help decide whether a referral to children’s MASH or other support is appropriate in accordance with TSCB Threshold Tool⁶
- If a referral is needed, then the DSL should make this rapidly and systems should be in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child’s situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to

⁸<http://www.torbaysafeguarding.org.uk/toolkit/>

ensure their concerns have been addressed, and most importantly the child's situation improves.

- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting Staff

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

9. Children who are particularly vulnerable

Cockington Primary School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that 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. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

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

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

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

- is experiencing mental health, well-being difficulties.

Children potentially at greater risk

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff will be supported to have the skills, knowledge and understanding to keep looked after children safe.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

A designated teacher will be appointed and work with alongside the Head of the virtual school, social care and health professionals as well as carers to ensure the pupils education and well-being needs are supported.

10. Anti-Bullying/Cyberbullying

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

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

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

11. Racist Incidents

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

12. Radicalisation and Extremism

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

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

Terrorism is defined as an action that endangers or causes serious violence to person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Protecting children from extremist ideology and radicalisation is part of our safeguarding approach.

Cockington Primary School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁹.

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

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

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹⁰.

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

⁹ [The Prevent duty](#)

¹⁰ [Promoting Fundamental British Values](#)

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

13. Domestic Abuse

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

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

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

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

Where the Police have been called to an incident and domestic abuse has been perpetrated, a call will be received by the school via the Operation Encompass initiative. The DSL will record the details of the incident make arrangements for the child/children to be supported in school which is appropriate to individual circumstance and needs.

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

Child sexual exploitation and child criminal exploitation are both forms of child abuse. Both CSE and CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal 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 or criminally exploited even if the activity appears consensual and this can be facilitated on and off line. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. More information and the indicators of CSE and CCE is set out in appendix 3. Both CSE and CCE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE and CCE and the abuse can be perpetrated by individuals, groups, males or female, children and adults. The abuse can be one off occurrences or a series of incidents over time and range from opportunistic to complex organised abuse. 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. It may involve force and/or enticement-based method of compliance and may, or may not be accompanied by violence or threats of violence.

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

The DSL will use the Torbay Safeguarding Children Partnership Exploitation Risk Assessment¹¹ on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited. The Exploitation Risk Assessment will indicate to the DSL whether a MASH referral is necessary. If the DSL is in any doubt they will contact TESS or Torbay MASH consultation line 01803 208820. If a child is in immediate danger the police should be called on 999.

The DSL will also use the Devon and Cornwall Police Partner Agency Information Sharing online form to report where there is a belief that a child or adult is vulnerable to criminal exploitation.

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

Cockington Primary School includes the risks of sexual and criminal exploitation in the PSHE and RSHE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE and CCE, including online, and knowing how and where to get help. More definitions and indicators for CSE and CCE are included in Appendix 3.

15. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003)¹². It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁷.

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

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

¹¹[TSCP Exploitation procedures and assessment](#)

¹²[FGM procedural information](#)

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

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

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

16. Forced Marriage

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

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

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

17. Honour-based Abuse

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

Honour based violence might be committed against people who;

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

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

18. One Chance Rule

This term is used in the FGM Guidance for schools produced by the national FGM centre July 2019 [FGM schools guidance](#). Multi agency statutory guidance dated July 20 [FGM Statutory guidance July 20](#) does not appear to use the term, however, the expression is intended to convey the importance of acting promptly and recognise there may be “only one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

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

Cockington Primary School are aware that if the victim is not offered support following an allegation of abuse that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

19. Mental Health

Staff will 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. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic adverse childhood experiences (ACE’s) and experiences of abuse and neglect can impact on a child’s mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a mental health concern about a child that is also a safeguarding concern they will share this with the DSL or deputy.

20. Private Fostering Arrangements

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

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

Cockington Primary School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

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

21. Looked After Children and Previously Looked After Children

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

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Torbay Council's virtual school head for children in care.

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

22. Children Missing Education

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

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'¹³

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

23. Online Safety

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

¹³ [CME Statutory Guidance for Local Authorities](#)

¹⁴ [Preventing youth violence and gang involvement](#)

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

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

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

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

24. Child on Child Sexual Violence and sexual harassment

The DSL, Board and Head of School will take due regard to Part 5 of KCSiE 2020

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

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Upskirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Serious Youth Violence¹⁴ – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

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

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

Cockington Primary School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;

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

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

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

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

[Further advice.](#)

25. Youth produced sexual imagery (sexting)¹⁵

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.¹⁶

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

¹⁵ Youth refers to anyone under the age of 18

¹⁶ [Sexting in schools and colleges](#)

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

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

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

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

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

In applying judgement the DSL will consider if;

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

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

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

26. Allegations against staff

All school staff, supply teachers, contractors and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹⁷. Supply teachers, contractors and visitors will be given guidance about safe practice on arrival to the school site.

We understand that a pupil may make an allegation against a member of staff, supply teachers, contractors and volunteers or staff supply teachers, contractors and volunteers may have concerns about another adult in school.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School¹⁸.

School will ensure that all allegations are dealt with properly if anyone working in school has:

- behaved in a way that has harmed a child, or may have harmed a child,
- possibly committed a criminal offence against or related to a child,
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children,
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children,

Transferable risk where an incident outside of school which did not involve children but could have an impact on their suitability to work with children, E.G. an incident of domestic abuse, will also be dealt with inline with school and local procedures.

Whilst school is not the employer of supply teachers and contractors, the school will take the lead in any investigation to collect the facts and report to/liaise with the LADO¹⁹.

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

The LADO for Torbay Council is Ivan Sullivan

To talk to a Local Authority Designated Officer, please call 01803 208541

If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the chair of the Board who will consult the LADO as above, without notifying the Head of School first.

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

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

¹⁷Refer to "Guidance for Safe Working Practice"

¹⁸Chair of Governors in the event of an allegation against the Head of School

In the event of an allegation against the Head of School the decision to suspend will be made by the Chair of the Board with advice as above.

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

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

27. Whistle-blowing

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

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

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

Whistle-blowing re the Head of School or the Executive Headteacher should be made to Mr Tim Stevens (Board Member) whose contact details are readily available to staff.

28. Physical Intervention

“All members of school staff have a legal power to use reasonable force” (Section 93, Education and Inspections Act 2006);

“A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

Education and Inspections Act 2006: Part 7. Discipline, Behaviour and Exclusion (93).

As a general rule nobody has the right to touch, move, hold or contain another person, however, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The staff member

will be able to demonstrate that any actions taken were in the child's BEST INTERESTS and that they were REASONABLE AND PROPORTIONATE.

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

Such events should be recorded and signed by a witness.

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

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

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

29. Confidentiality, sharing information and GDPR

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

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

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

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

Information sharing is guided by the following principles. The information is:

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

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children unless the serious harms test is met under the legislation. Where in doubt about meeting serious harms test criteria have been met, school will seek independent legal advice.

See data protection tool kit for schools: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

30. This policy also links to our policies on:

- Behaviour and Antibullying
- Staff Behaviour Policy / Code of Conduct
- Whistleblowing
- Health & Safety
- Allegations against staff
- Attendance
- Administration of medicines
- Relationships, Sex and Health Education (RSHE)
- Physical intervention (Safe Handling)
- E-Safety, including staff use of mobile phones
- Risk Assessment Summary COVID 19
- Recruitment
- Intimate Care
- Anti-Extremism
- Gifts and Hospitality
- Acceptable IT User
- Allegations against members and staff and volunteers
- Freedoms of Information

Appendix 1 - Recognising signs of child abuse

Categories of Abuse:

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

Signs of Abuse in 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 and/or anxiety
- Age inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators

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

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

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

In an abusive relationship the 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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile 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 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 e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- 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 makes an allegation 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 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 - Sexual Abuse and Sexual Harassment

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

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

Developmental Sexual Activity

Encompasses those actions that are to be expected from 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, inappropriate 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.

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

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

Consent – agreement including all the following:

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

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

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available on the TSCB Website here:

<http://torbaysafeguarding.org.uk/workers/harmful-behaviour/> and here:

http://www.proceduresonline.com/swcpp/torbay/p_sexually_harm_behav.html

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

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

Signs include:

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

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'. 'Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse

individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Appendix 4 - Female Genital Mutilation (FGM)

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

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

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

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

Appendix 5 - Domestic Abuse (Including Operation Encompass)

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

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

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

Contact: [Torbay Domestic Abuse Service](#)

Contact: <http://www.areyouok.co.uk/>

If you are concerned about a child or young person in Torbay please contact the [Multi Agency Safeguarding Hub](#) on 01803 208100 or email mash@torbay.gov.uk

Torbay Domestic Abuse Service (TDAS) provides support for men, women and children across Torbay who need advice and protection from domestic abuse. Through confidential advice, support and crisis accommodation, we can help you to make informed decisions about your future, safety, health, housing and other concerns. [TDAS](#) 0800 2000 247

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims. [Refuge](https://www.refuge.org.uk/) <https://www.refuge.org.uk/>

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

National Operation Encompass Teachers' Helpline

From 1st September 2020 the National Operation Encompass Teachers' Helpline is once again available. Funded by the Home Office, the advice line is free and calls are answered by trained Educational and Clinical Psychologists.

You can call the helpline on 0204 513 9990 (Weekdays 8 - 11.00am) Website: [Operation Encompass](#)

Appendix 6 – Radicalisation and Extremism

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

2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are

at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

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

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

[The Prevent Duty, for Further Education Institutions](#)

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

Further information can be obtained from the Home Office website.

Appendix 7

A concern is raised

What to do if you have an online safety concern:

Refer to the DSL if concerns are about a child
 Refer to Headteacher if concerns are about staff
 Refer to Chair of Governors if concerns are about the Headteacher

If concerns are about staff or Headteacher refer to LADO before taking any further action

What type of activity is involved?
 (Use screening tool/e-safety legal framework)

Incident closed
 (Is counselling or advice required?)

Who is involved?

Child as instigator **Child as victim** **Staff as victim** **Staff as instigator**

Establish level of concern. (Screening tool)

DSL to consider need for CP referral

Other children involved?

Potential illegal or child protection issues?

If appropriate, disconnect computer, seal and store.

In-school action:
 DSL,
 Head of ICT, senior manager.

SW Child Protection Procedures refer to LADO

Counselling
 Risk assessment

School disciplinary and child protection procedures
 (possible parental involvement)

Possible legal action

Possible legal action

Duty LADO 01803 208541 or email cpunit@torbay.gov.uk

template C

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Appendix 8 - Resources

Further advice on child protection is available from:

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

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

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

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

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

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

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

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

<http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

<https://uktrans.info/70-topic-overviews/328-resources-for-schools>

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

Child Centred Policing: NSPCC When to call the Police

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf?mc_cid=52348ed9fb&mc_eid=74f9381011

Appendix 9 - Torbay Mash Contacts

If you are worried about a child contact the Torbay Multi-Agency Safeguarding Hub (MASH):

Telephone: 01803 208100

Email: MASH@torbay.gov.uk

Enquiry Form available at <http://www.torbay.safeguarding.org.uk/workers/hub>

Emergency Duty Team – (out of office hours): 0300 4564876

Police – non emergency – 101

For all LADO enquiries:

Telephone: 01803 208541

E-mail: cpunit@torbay.gov.uk

Or [LADO Referral form](#)

Targeted Help Consultation line for professionals: 01803 208525 - The line is open weekday mornings from **9am - 12pm**

Email: targetedhelp@torbay.gov.uk

The Education Consultation Line

Covid-19 Duty Education Consultation Line has been established to support Education/Schools Staff in the wake of students returning to schools following a prolonged absence due to Covid-19.

The Education Consultation line will be running every weekday with effect from Monday 14th September 2020 from 9am – 12 noon for 6 weeks with a review being undertaken at 3 weeks.

Telephone: 01803 208820

Appendix 10 - Safeguarding Arrangements in response to Coronavirus (COVID-19) Pandemic Return to School and Home Learning

Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our 3 local safeguarding partners, Plymouth City Council, NHS Devon Clinical Commissioning Group and Devon and Cornwall Police and local authority (LA) Torbay Council.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with the whole school safeguarding policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable by the school and/or LA

Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- The designated safeguarding lead (DSL) or deputy should be contactable at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online.

Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

Contacts

If you have any concerns about a child, call a member of the safeguarding and pastoral

If you have any concerns about a child IN school hours, call a member of the safeguarding and pastoral team immediately:

John Paul Sharman is the **Designated Safeguarding Lead (DSL)**: 07946414462

Jo Hoare

Zoe Davies

Tanya Cunningham

Emma King

This then needs logging on CPOMS as per our usual safeguarding procedures.

Covid-19 Impact

Cockington Primary School recognises that the impact of the virus could be significant and vast for many of our families. This could include some of our vulnerable families facing financial hardship, demonstrating an increase in mental health issues or displaying increasing signs of stress or being unable to cope. The Safeguarding and Pastoral Team at Cockington Primary School should be aware of this and support families wherever they can. This may include signposting to other services via the school website or refer to Early Help or other local organisations.

If a member of the Safeguarding and Pastoral Team believes that a child is at increased risk of harm due to the associated impact of COVID-19 then this should be discussed with the DSL (even where there were no previous significant concerns) so that the appropriate action could be taken.

If a child makes an allegation of abuse IN or OUTSIDE of school hours you will need to call Children's Services on 01803 208100 and please report what the child/adult has said.

If a child or **their family alerts you that they are in danger** or immediate risk of harm **IN or OUTSIDE of school hours** (e.g. an adult in the house is currently attacking someone) you will need to **call 999**.

In both cases, please contact the School and DSL.

DSL (and deputy) arrangements

Whenever practical, a DSL will be available either onsite or remotely (e.g. via phone, CPOMS, email, text or Zoom). **All communication of a sensitive nature should be exchanged via secure networks**, e.g. CPOMS or Egress rather than Microsoft email or unsecured networks. If all the Safeguarding and Pastoral Team were poorly and unable to work then the most senior member of staff available should consult with the MAT and Local Authority and may make the decision to close the setting and sign post to other services/DSLs within the Learning Community.

We will aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section above.

If our DSL (or deputy) can't be on site, they can be contacted remotely by phone or email:

DSL: John Paul Sharman mobile 07946414462 or jpsharman@cockingtonprimary.org.uk .

We always plan to have a DSL or deputy on site, if ever a situation arises where this is not possible, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following Local Authority guidance is currently in place:

Torbay Children's Services Multi-Agency Safeguarding Hub (MASH) will ensure their professional contact line is monitored by a qualified social worker. Where possible, families in crisis will be signposted to services available to them, but where there is an immediate safeguarding concern requiring a statutory response, the usual referral process to MASH will be followed.

If you believe a child is at risk of significant harm you should call the MASH on **01803 208100**.

Operation Encompass

Where the Police are called to a family in response to a domestic abuse incident, this information will be shared with the DSL via the nominated key adult contact number, and will be recorded and risk assessed in accordance with usual procedures. Welfare checks should not be requested unless we believe there to be a risk of significant harm, in which case the MASH professionals will be contacted for a phone consultation before any further action is taken.

Where calls are made directly to the school admin number, they will be directed to the mobile phone number held by the duty teacher on site for the day. The duty teacher will contact the DSL immediately following the Operation Encompass call and record shared information on CPOMS. If the school closes completely, the Local Children's Services and Torbay Education Safeguarding Service (TESS) will be informed and the notifications will be received on the first day returning to school.

Child Protection and Child In Need Core Group Meetings

Following advice around social distancing, core group meetings will take place either virtually or as part of a series of individual discussions co-ordinated by the allocated Social Worker. These should still take place within the statutory timeframes and be clearly recorded on the child's record.

Child Protection Reviews

Child protection conferences will be delivered virtually following the same core functions of the meeting so that an interim child protection plan can be devised, ratified and reviewed within the statutory 12 week intervals.

Children Looked After (CLA) Reviews

Visits to children and young people by the Independent Reviewing Officer (IRO) and Social Worker (SW) will be reduced or delayed according to individual circumstances and be determined by a child-level risk assessment of identified risks and needs.

CLA reviews will be held virtually and, where possible, the IRO will collate the views of the child, SW, parents, carers and relevant professionals and use this information to formulate and record recommendations. As with the child protections conferences, these review records will be considered and revised once this extraordinary period comes to a close.

Targeted Help

For children open to Targeted Help or considered vulnerable in other respects schools will make regular contact with the families to ensure they are ok. If further advice is required in order to support the family the DSL will contact the Targeted Help Team via email: targetedhelp@torbay.gov.uk OR call the Targeted Help advice line between 9am-12pm 01803 208525

Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance). Circumstantial changes to out attendance processes will be reflected in an updated attendance policy.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by the admin team and Zoe Davies
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

Where there is a safeguarding concern about an adult, staff will report directly to DSL and Scott Ord or consult the Complaints, Allegations of Abuse Against Staff and Volunteers or Whistleblowing policies on our website: <https://www.coastacademies.org.uk/page/?title=Policies&pid=17>.

Making Contact

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week

- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them in line with the agreed plan.

If we can't make contact with a family, after phoning, texting, emailing and conducting a home visit, we will contact children's social care or the police if applicable.

Children Attending School

School will keep in regular contact with key worker and vulnerable pupil parents and carers.

Regular Contact with Vulnerable Families in the event of full or partial school closure

At Cockington Primary School, families of children who have an allocated social worker and are safeguarded under a child protection, child in need or are looked after by the local authority will be contacted regularly by our DSL and Safeguarding and Pastoral Team in accordance with advice received by the DfE, Torbay Safeguarding Children Partnership and Director of Children Services.

Once a member of the safeguarding and Pastoral Team have made contact with a family, they will record the method of interaction as CALL/TEXT/EMAIL on a securely shared teams doc and then record the content of the interaction on a CPOMS log.

All CPOMS notes should clearly indicate the following:

- Summary of conversation & any other points to note
- Any recommendations or signposting services given to family
- Arising actions and next steps (or NFA if just for monitoring)

Where and when it is appropriate and possible, children may be invited to make contact with key adults or safe groups via Zoom/Teams video conferencing. This will always be planned in consultation with parents, carers and social workers where applicable and contact dates and time agreed.

School's Contribution to Statutory Social Care and SEND Review Meetings

Child Open to Social Care

We will ring children on a CP plan on a as agreed on their plan but at least weekly. CLA, CIN and Team around the child (TAF) families on a weekly basis and keep a log of these calls. The school will also make regular contact with the allocated social workers via email or phone calls which will be in addition to any virtual review meeting contact.

Where families cannot be contacted and are not attending in school provision, the DSL will report the absence to the social worker and ask for the absence to lead to conduct a review of the Risk Assessment. All reports of absence will be sent to the central Children Services generic email address: csccentral@torbay.gov.uk where guidance advises this.

Children who have an EHCP

A risk assessment will be completed with all families of children who have an EHCP to establish if it is safe for them to remain in their homes as directed by the Government, Public Health England, Department for Education and NHS guidance. This advice will be reviewed on a regular basis as it is updated nationally.

Where it remains safe for the child to stay at home, the DSL/Safeguarding and Pastoral Team will make weekly contact with each family either via email, text or phone calls.

A review of targets will still be completed by the child's class teacher, facilitated by the SENDco, and families will be contacted by phone so the review can be conducted virtually. Annual reviews will be conducted via a Zoom/Teams call and the paperwork will be submitted to the Local Authority within the usual two week timescales as per the usual formal review process. Once we are out of this period COVID-19 full or partial lock-down and school re-opens to the pupil, targets and provision will be reviewed and monitored on an individual basis to aid successful reintegration and transition back into school.

Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Online safety

In school

We will continue to have appropriate filtering and monitoring systems in place in school.

IT staff will be available to support even if it is remotely from one of our multi-academy trust schools.

The pupils will be taught how to be alert to online dangers and how to report these during their PSHE/RSHE lessons. When using IT within class, online safety will be an integral aspect of the learning.

Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy, code of conduct and IT acceptable use policies.

At Cockington Primary School, when children are learning remotely, we will create a home learning class and issue pupils with their own access login details. This will ensure contact between home and school where only the child's work can be seen from the pupil account. Staff will post work and activities to be completed, making voice recordings of instructions where applicable. Review comments will be made regularly by the class teacher and supporting adults other in text or voice recordings. Taking and posting images of the child engaged in home learning will not be approved and returned to the pupil.

Pupils who are learning at home will be contacted periodically, according to their plan, by the class teacher. With parental permission a supervised Zoom or Teams call with the child may be appropriate.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers



We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Parents will be signposted to appropriate online safety resources via the school APP/

Be Internet Safe – The first step to keeping your child safe online is to familiarise yourself with the games, websites and apps they are using.

Find out more by visiting the following sources of information:

 <p>The experts in digital family life</p> <p>https://parentzone.org.uk/advice/parent-guides</p> <p>Parent Zone is the official parents' representative on the UK Council for Internet Safety (UKCIS).</p>	 <p>Online safety helpline: 0808 800 5002</p> <p>https://www.net-aware.org.uk/</p> <p>NSPCC online advice and tips</p>
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<https://www.esafety-adviser.com/latest-newsletter/>



#DITTO is a free online safety (e-safety) magazine in PDF format for schools, organizations and parents to keep you up to date with risks, issues, advice and guidance related to keeping children safe online.



<https://www.thinkuknow.co.uk/>

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Mental health

Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

At Cockington Primary School, will ensure that pupils returning to school will receive a pastoral values-based recovery curriculum alongside targeted assessment and responsive intervention for the core curriculum subjects.

Our Pastoral recovery curriculum is concerned with the fundamental wellbeing, and secure positive development of all our children. It provides us with a guideline on how to allow our children time to re-adjust, re-integrate and re-ignite their relationships with people and learning within their school community whilst enabling us to be proactively responsive to the diverse educational, physical and emotional 'daily lived experiences' of us all. The loss of friendships, freedom, the support of regular contact with trusted adults, the security of a predictable and safe environment or the prospect of leaving the protective comforts of home cannot be underestimated in terms of being potential triggers for anxiety, trauma and bereavement in any child. Through a recovery curriculum we aim to minimise the immediate and potential long-term erosion of our collective positive mental health and prepare our children to be reflective, adaptable and resilient individuals. Everyone at Cockington Primary school is responsible for nurturing healthy relationships and alerting the Pastoral and Safeguarding team of any concerns observed/raised.

Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures.

Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum termly (more frequently if required by changes in current Government and Local statutory guidance) by John Paul Sharman. At every review, it will be approved by the full governing board.

Appendix 11. Safeguarding Process Flow Chart

What to do if you are worried about a child being abused or neglected

A member of staff has a concern about a child's welfare

Staff should always be alert to signs of abuse and question unusual behaviour.

Where a young person alleges abuse or neglect

- Listen to the child. Take their allegations seriously.
- Reassure the child that you will take action to keep them safe
- Do not promise to keep secrets.
- Make a written record of what the child tells you.
- Explain to the child what you are going to do next.
- Do not question the child further or attempt to question the alleged abuser.

Discuss concerns with the Designated/Deputy Safeguarding Lead (DSL/DDSL)

- The DSL at **Cockington Primary** School is **John Paul Sharman**. The DDSL is **Jo Hoare** and **Zoe Davies**. (Tanya Cunnigham and Emma King also L3 trained).
- If the matter involves the DSL, it should be brought to the attention of **Emma King** .(*Head of school*)
- A written record of the concern will be kept in CPOMS.
- A member of staff should contact Children's Social Care directly only in exceptional circumstances and are asked to advise the DSL or Deputy DSL that they have done so.

The child is judged to be in real and immediate danger:

- Dial 999 and ask for Police assistance.

There is a safeguarding concern: the matter should be referred to Children's Social Care

- During Office Hours: contact the Multi Agency Safeguarding Hub (MASH) on 01803 208100
- Out of Hours: contact the Emergency Duty Team on 0300 456 4876
- Non emergency police :101

Children's Social Care will:

- Acknowledge receipt of the referral
- Decide (within 24 hours) on next steps
- Inform the referrer of the course of action that has been decided

There is not a safeguarding concern:

- The DSL will carefully consider if the child/family has any further needs which ought to be addressed.
- The DSL will consult with family and relevant agencies and undertake a Targeted Help referral if required.
- The member of staff who made the referral will be informed of the outcome.

