



THE FEDERATION OF SINGLEGATE AND WILLIAM MORRIS PRIMARY SCHOOL

SAFEGUARDING CHILDREN POLICY AND PROCEDURES

N Bull

Executive Headteacher

September 2016

Review date: September 2017

WILLIAM MORRIS PRIMARY SCHOOL



What to do if you are worried about a child

The Federation of Singlegate and William Morris Primary School have a statutory duty to 'safeguard and promote the welfare of children.' All staff members should be aware of the systems within the Federation of Singlegate and William Morris Primary School which support safeguarding.

If you have any concerns about the health and safety of a child at this school or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child's appearance, hygiene, or general behaviour can be shared with any teacher or member of support staff in the School. Please do not worry that you may be reporting a small matter – we would rather you tell us things which turn out to be small, than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. Do not delay. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this school are:

The Designated Safeguarding Lead is:

Nathalie Bull-Executive Headteacher

The contact details of the Designated Safeguarding Lead are displayed in the school office for the availability of all staff and visitors to the school.

In her absence the Designated Safeguarding Leads are:

Helen Hart – Associate Headteacher at Singlegate Primary School

Miranda van Manen Bower – Associate Headteacher at William Morris Primary School

The Nominated Governor for Safeguarding is:

Chris Young

The Chair of Governors is:

Rachel Stern



The Designated Safeguarding Lead

Name: Nathalie Bull

Location: Opposite the main office in Tower Hill (Singlegate), opposite the hall in Hyde Park Corner (Singlegate) and next to the main office (William Morris).



The Designated Safeguarding Lead Deputy (William Morris)

Name: Miranda van Manen Bower

Location: Next to the main office.



The Designated Safeguarding Lead Deputy (Singlegate)

Name: Helen Hart

Location: Outside Pimlico Class in Tower Hill

<p>Executive Headteacher: Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.</p>	<p>Nathalie Bull Contact: 020 8395 8737 (Singlegate) 020 8764 9765 (William Morris) school@singlegate.merton.sch.uk office@williammorris.merton.sch.uk</p>
<p>Designated Safeguarding Lead: Member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.</p>	<p>Nathalie Bull Contact: 020 8395 8737 (Singlegate) 020 8764 9765 (William Morris) school@singlegate.merton.sch.uk office@williammorris.merton.sch.uk</p>
<p>Designated Safeguarding Lead Deputy: Member of the leadership team who effectively deputises for the Safeguarding Lead.</p>	<p>Helen Hart (Singlegate) Contact: 020 8395 8737 school@singlegate.merton.sch.uk Miranda van Manen Bower (William Morris) Contact: 020 8764 9765 office@williammorris.merton.sch.uk</p>
<p>Special Educational Needs Coordinator: A staff member who provides advice, liaison and support for school staff and other agencies working with children with special educational needs and their parents or carers.</p>	<p>Helen Hart (Singlegate) Contact: 020 8395 8737 school@singlegate.merton.sch.uk Nicola Hickman (William Morris) Contact: 020 8764 9765 office@williammorris.merton.sch.uk</p>
<p>Local Authority Designated Officer: Works within Children’s Social Care and should be alerted to all cases in which there is an allegation of abuse of a child by a person who works with children where there is a concern that the person may have behaved in a way that has, or may have, harmed a child, possibly committed a criminal offense against/ related to a child or behaved towards a child in a way which indicates they would pose a risk of harm if they worked regularly or closely with children. The Designated Officer captures concerns, allegations or offences from outside of work and is involved from the initial phase of the allegation through to the conclusion of the case.</p>	<p>Isobel Colquhoun Contact: 020 8545 3179</p>
<p>Safeguarding/Child Protection Governor: Ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the Governing Body, remedies deficiencies and weaknesses that are identified.</p>	<p>Chris Young Contact: c/o lsearle@singlegate.merton.sch.uk</p>
<p>Chair of Governors: Takes the lead in dealing with allegations of abuse made against the Executive Headteacher (and other members of staff when the Executive Headteacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Executive Headteacher.</p>	<p>Rachel Stern Contact: c/o lsearle@singlegate.merton.sch.uk</p>

Introduction

The staff and Governors of the School are committed to ensuring that all pupils achieve the best outcomes in line with the Government's Every Child Matters: Change for Children programme.

That is for every child to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

This policy relates to the 'staying safe' outcome and contributes to multi agency local safeguarding practice.

'All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, the staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.'

The Federation of Singlegate and William Morris Primary School aims to meet legislative requirements and good practice in safeguarding. There are a number of statutory regulations which place a responsibility on the schools to protect children and young people at risk. This statutory framework includes:

- The Education Act 2002 (Section 175/157)
- The Children Act 1989
- The Children Act 2004
- The Sexual Offences Act (2003)
- The Protection of Children Act (1999)
- The Safeguarding Vulnerable Groups Act (2006)
- The Protection of Freedoms Act (2012)
- The Female Genital Mutilation Act (2003) and Section 74 of the Serious Crimes Act (2015)
- Section 26, The Counter Terrorism and Security Act (2015)
- Working Together to Safeguarding Children (March 2015)
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education Part One – DfE 2016 (Information for all school and college staff)

- The Education (Pupil Information) England Regulations 2005
- Merton Local Safeguarding Board Interagency Child Protection and Safeguarding Children Procedures

The Federation of Singlegate and William Morris Primary School will also have regard to the Merton Children Safeguarding Board Local Child Protection Procedures and Protocols.

Other guidance can also be sought from the following sources:

- What to do if you are worried about a child (2015)
- Information Sharing Advice for safeguarding practitioners (2015)
- Merton's good practice guidance for identifying and safeguarding children missing from education (2015)
- FGM Mandatory reporting procedural information

TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

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

'Safeguarding' is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are 'minimised' and where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

Abuse: a form of maltreatment of a child. Abuse includes neglect, inflicting harm or by failing to act to prevent harm. Children may be abused in a family, institutional or community setting but those known to them or, more rarely, by others (e.g. via the internet). They may be abused by adults or other children.

Child Protection: the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child: all young people who have not yet reached their 18th birthday.

Parent: birth parents and other adults who are in a parenting role, including step parents, foster carers and adoptive parents.

Staff: those working with or on behalf of the School, in either a paid or voluntary role. Safeguarding and promoting welfare of children is the priority of all staff in the school.

AIMS

An effective whole school Safeguarding of Children Policy is one that provides clear direction to staff and others about the expected behaviour when dealing with child protection issues. An effective policy makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs.

This policy applies to all children, staff, Governors, volunteers and visitors to our school.

FRAMEWORK

Key documents which inform this policy are:

Keeping children safe in education', September 2016

Statutory guidance from the Department of Education issued under Section 175 of the Education Act 2002

The 2016 changes to the Pupil Registration Regulations

Education Regulations 2014 and the Education Regulations 2011.

Working together to safeguard children 2015

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

The most recent Ofsted guidance 'Inspecting safeguarding in early years, education and skills from September 2016'.

Our school procedures for safeguarding children will be in line with the Merton Safeguarding Children Board (MSCB) Child Protection Procedures, which are based on the London Child Protection Procedures.

There are three main elements of our Safeguarding Children Policy.

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

Through the development of effective working relationships with all other agencies involved in safeguarding children.

Support

Ensuring that key concepts of Safeguarding children are integrated within the curriculum via PSCE and children are educated about risks associated with internet use and new technology.

Ensuring that children are listened to and their concerns are taken seriously and acted upon.

Working with others to support children who may have been abused to access the curriculum and take part in school life.

ROLES AND RESPONSIBILITIES

The Governing Body understands its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding also encompasses issues such as children's health and safety, bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse.

Where there are statutory requirements, the school will have in place policies and procedures that satisfy and comply with any guidance issued by the secretary of state (DCFS 'Safeguarding Children & Safer Recruitment, Jan. 2007).

TRAINING AND SUPPORT

The Governing Body will ensure that:

We have a **Designated Safeguarding Lead** responsible for child protection who has undertaken appropriate **Designated Safeguarding Lead** training. We identify and train a nominated Governor for Safeguarding.

We have a senior member of staff who will act in the **Designated Safeguarding Lead's** absence, who has also received the multi-agency training.

The **Designated Safeguarding Lead** will attend appropriate training as required.

All members of staff will receive appropriate training to develop their:

- understanding of signs and indicators of abuse, (appendix 1)
- understanding of how to respond to a child who discloses abuse, (appendix 2)
- understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse, (appendix 3).

New staff, supply staff and volunteers will be advised of the school's safeguarding arrangements and contact details of the **Designated Safeguarding Lead** as part of their induction into the school.

SAFER RECRUITMENT

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Executive Headteacher and the Governing Body. We will therefore ensure that the following areas are addressed.

Recruitment advertisements will include a child protection statement. DfES List 99 check; Criminal Records Bureau checks; identity checks and qualification checks will be carried out in accordance with the DCSF guidance "Safeguarding Children and Safer Recruitment in Education" 2007.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;

obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability

and health in order to establish whether they have the physical and mental capacity for the specific role;

- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate; and
- verify professional qualifications, as appropriate.

Schools and sixth form colleges should ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.

Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach. All staff understand that, under the Sexual Offences Act 2003, that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust.

The School Code of Conduct sets out our expectation of staff behaviour and is signed by all staff members.

RECORDS AND MONITORING

Thorough records are essential to effective safeguarding practice. Our schools are clear about the need to record any concern held about a child/ren within our school, the need to keep safeguarding records separate from the main school filing and in a locked cabinet.

The Governing Body is responsible for reviewing this policy on an annual basis and ensuring that practice is in line with the policy.

Child Protection information is stored and handled in line with the Data Protection Act 1998, which requires that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

RESPONSIBILITIES OF THE EXECUTIVE HEADTEACHER

The Executive Headteacher (**Designated Safeguarding Lead**) will:

- ensure that the safeguarding policies and procedures are fully implemented and followed by all staff
- ensure that resources are allocated to enable the **Designated Safeguarding Lead** and other staff as needed, to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- ensure that appropriate members of staff have received training on the use of the Common and Shared Assessment (a standardised early assessment) in order to identify any additional needs that a child or young person may have so that they may receive appropriate support at an early stage
- ensure that the Associate Headteacher will take on the above responsibilities in the absence of the Executive Headteacher
- be responsible for receiving allegations against staff and volunteers
- record details of all allegations against staff and volunteers and report to the LA Allegations Manager in order to ensure allegations are dealt with in an objective and transparent way
- consult with the Local Authority Designated Officer before responding to an allegation
- be responsible for carrying out any actions agreed with the Local Authority Designated Officer and reporting on outcomes.

RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD FOR SAFEGUARDING CHILDREN

1. Referring a child if there are concerns about a child's welfare, possible abuse or neglect to the MASH (Multi Agency Safeguarding Hub).
2. Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially, securely and are separate from children's records. The file will contain a front sheet listing dates and a brief entry to provide a chronology.
4. Ensuring that an indication of further record-keeping and reviews is marked on the child's records.
5. Acting as a focal point for staff concerns and liaising with other agencies and professionals.

6. Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and provide a report which has been shared with the parents.
7. Ensuring that all school staff and volunteers are aware of the school's Safeguarding Policy and Procedures, and know how to recognise and refer any concerns.
8. Attend appropriate training as required by the Merton Safeguarding Children Board in order to keep up to date with current knowledge in fulfilling the role.
9. Attend the training provided specifically for the designated persons at least once every two years.
10. Ensure that all staff receive appropriate training once every three years.
11. Attend Designated Teacher network meetings organised by the CYPL Safeguarding Children Coordinator, to ensure that staff are updated regularly on current child protection issues such as Sexually Active Children, Female Genital Mutilation, Forced Marriage of a Child and to provide a forum for the development of good practice.
12. Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the designated person, and by all staff and governors; and the number of children who have a 'Child Protection Plan'.

RESPONSIBILITIES OF NON-TEACHING AND TEACHING STAFF WITHIN THE SCHOOL

1. Undertake appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years and apply in practice.
2. Be alert to signs of abuse and report immediately to the **Designated Safeguarding Lead**
3. Comply with the school policies and procedures on behaviour management and the staff code of conduct.

CONFIDENTIALITY

We recognise that all matters relating to the safeguarding of children are confidential.

The **Designated Safeguarding Lead** will disclose personal information about a child to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

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

Staff should only discuss concerns with the Designated Safeguarding Lead who will then decide who else needs to know the information.

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 **Designated Safeguarding Lead** and to seek further support. This could be provided for all staff by, for example, the Executive Headteacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

ALLEGATIONS AGAINST STAFF

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable that your work with individual children or meetings with families are conducted in view of other adults and with the door open.

Allegations could be made about a teacher or member of staff (including volunteers) in a school if they have:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Executive Headteacher or the Associate Headteacher if the Executive Headteacher is not present.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) should be sought for advice with regards to all allegations. The Local Authority Designated Officer is:

Isobel Colquhoun – contact 0208 545 3179

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The Executive Headteacher should immediately discuss the allegation with the Local Authority Designated Officer. The purpose of an initial discussion is for the Local Authority Designated Officer and the case manager to consider the nature, content and context of the allegation and agree a course of action. The Local Authority Designated Officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the Local Authority Designated Officer in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the Local Authority Designated Officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the Local Authority Designated Officer what action should follow both in respect of the individual and those who made the initial allegation. The case manager should inform the accused person about the allegation as soon as possible after consulting the Local Authority Designated Officer. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that

until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Schools may wish to use the additional definition of 'unfounded' to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

Being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2015. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Local Authority Designated Officer should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Local Authority Designated Officer should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior leader. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff will therefore be made aware of their duty to raise concerns about the attitude or actions of colleagues.

If an allegation is made to a member of staff concerns the behaviour of the Executive Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority Designated Officer for without notifying the Executive Headteacher.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective

protection for the child and at the same time supports the person who is the subject of the allegation.

Our School Complaints procedure will be followed where a parent raises a concern about the handling of the process of dealing with safeguarding. The School Complaint policy is on the school website and shared with families in the school newsletter.

Complaints from staff are dealt with under the school complaints and disciplinary and grievance procedures.

PHYSICAL INTERVENTION/POSITIVE HANDLING

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour For Learning Policy. It complies with the DCSF non-statutory guidance

“Use of Force to Control or Restrain Pupils” 2007, which is available on Teachernet. This guidance replaces Circular 10/98, which should no longer be used.

Such events should be recorded and signed by a witness.

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

SUPPORTING VULNERABLE CHILDREN

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that William Morris and Singlegate Primary School provides a stable and secure place for all children through the development of policies and procedures that encourage self-esteem and self-motivation and positive behaviour.

Children who may be particularly vulnerable to abuse will be given special consideration. These children might be:

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- affected by parental substance abuse
- affected by mental health issues
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including online, homophobic or racism
- living in temporary accommodation

- live transient lifestyles
- missing education
- persistently absent from school
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisations
- involved directly or indirectly in sexual exploitation or trafficking
- children who do not speak English as a first language
- at risk of FGM or forced marriage

The School Community

The School will follow the child protection procedures set out by the Merton Safeguarding Children Board which are currently:

- ensuring that core child protection processes work well;
- recognition and prevention of child sexual exploitation (including multi-agency work to protect children who go missing);
- implementation of the Government's Prevent Strategy; and
- development of the local Neglect Strategy

The School will take account of Keeping Children Safe in Education (2016) to ensure that policies, procedures and training in the School are effective and comply with the law at all times. In particular, the School will ensure that:

- appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- we have a Designated Safeguarding Lead for child protection and a Deputy Designated Safeguarding Lead who will fulfil the role when the Designated Safeguarding Lead is unavailable. All designated staff will receive and access regular and appropriate training for this role;
- we work together with other agencies to ensure adequate arrangements within our school to identify, assess and support children suffering from harm or for whom there is a welfare concern, and to ensure there is a co-ordinated offer of early help when needs are identified;
- all staff recognise their individual responsibilities for reporting concerns and the importance of sharing information between professionals and local agencies to ensure no child is placed at risk of harm;
- all staff are provided with up to date training and information;
- children are safeguarded from potentially harmful and appropriate online material by ensuring appropriate filters and monitoring systems are in place;
- there is a clear policy in place on the use of mobile technology in the school;

- children are taught about safeguarding through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- we operate safer recruitment procedures;
- there are procedures in place to handle allegations against teachers, the Executive Headteacher, volunteers and other staff;
- any member of staff found not suitable to work with children is reported to the Disclosure and Barring Service for consideration for barring, including following resignation, dismissal or in the case of a volunteer, when we cease to use their services as a result of a substantiated allegation;
- policy and practice minimises the risk of peer on peer abuse;
- children's wishes and feelings are taken into account when determining what actions to take, whilst being clear that confidentiality cannot be agreed, and always acting in the best interests of the child;
- appointing a designated teacher to promote the educational achievement of children looked after; and
- recognising that children with Special Educational Needs can provide additional safeguarding challenges.

Our school will establish and maintain an ethos where:

- safeguarding is threaded through everything we do in our school, including the curriculum, where opportunities will be provided which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;
- children feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something; be it with regard to adults or their peers;
- we recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain an attitude of '*it could happen here*' where safeguarding is concerned;
- through robust training and induction, all staff and regular visitors will know how to recognise indicators of concerns, how to respond to a disclosure from a child and how to record and report this information;
- every child will know what the adult will have to do with any information the child has disclosed; and
- at all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with '*Working Together to Safeguard Children*' (2015).

BULLYING

Our procedures on the prevention and management of bullying are set out in our Behaviour For Learning Policy.

CYBERBULLYING

The school's procedures to prevent and manage 'cyberbullying' are set out in our Behaviour For Learning Policy and our E-Safety Policy.

ONLINE SAFETY

All children are encouraged to use and enjoy the internet both at school and at home. We promote the use of the internet through our online homework system and through in school research projects. All children and families are made aware of the expectations for safe use of the internet and staff teach children how to be safe when online. The E-Safety Policy is available on the school website for staff and families to refer to in order to safeguard children when they are online.

RACIST INCIDENTS

Our procedure when dealing with racist incidents is set out in our Equality Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

PREVENTING RADICALISATION AND EXTREMISM

Protecting children from the risk of radicalisation is supportive of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Extremism is 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.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, all staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. All staff will use their professional

judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the designated child protection officer.

PREVENT

From the 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (the Prevent guidance). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and Information Technology policies. The Federation of Singlegate and William Morris Primary School will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Indicators:

There are a number of behaviours that may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- spending increasing time in the company of other suspected extremists
- changing their style or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of materials or symbols associated with an extremist cause
- attempts to recruit others to the group/cause
- communications with others that suggests identification with a group, cause or ideology
- using insulting to derogatory names for another group
- increase in prejudice related incidents, these may include:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Inappropriate forms of dress
 - Refusal to co-operate
 - Condoning or supporting violence towards others

Supportive measures:

The Designated Safeguarding Lead who has undertaken Prevent awareness training will provide advice and support to other members of staff on protecting children from the risk of radicalisation.

At Singlegate and William Morris Primary School children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable internet filtering is in place and that we teach online safety as part of our computing and personal, social and emotional curriculum.

SEXUAL EXPLOITATION/SUBSTANCE MISUSE

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

CHILDREN WITH MEDICAL NEEDS

There is no legal duty for school staff to administer medication to children and the staff who do so act in a voluntary capacity. Staff who provide medication, will be appropriately trained and be provided with all relevant information about the child's needs. No children under 16 will be given medication without his or her parent's/carer's consent.

LOOKED AFTER CHILDREN

The Executive Headteacher will ensure that a member of staff is appointed as a Designated Teacher for Looked After Children.

The education staff will contribute to the 'in care reviews' and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan.

The Designated Lead for looked after children in the school is:

Nathalie Bull – Executive Headteacher

WHISTLEBLOWING

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 about the attitude or actions of colleagues. If necessary, they should speak to the Executive Headteacher or the Chair of Governors.

CHILD MEDIA AND PHOTOGRAPHY

At Singlegate and William Morris Primary School we have taken a sensible and balanced approach that is based on parental consent to take pictures and video images that capture children's achievements; activities and promote success. Wherever possible, we take steps to ensure anonymity in the use of images taken by the school for these described purposes.

The Federation of Singlegate and William Morris Primary School acknowledges that the majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images. To help protect our children, we will implement the following safeguards:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- seek parents cooperation when taking images at school events to ensure that images of unrelated children are not taken without consent or posted to the Internet or other medium without consent of the parents of the children involved
- have a clear Code Of Conduct regarding the staff use of mobile technology while on school premises.

The Federation of Singlegate and William Morris Primary School are happy for parents to take photos and videos of their children at events, but we request that these images are not distributed or put online. This is to protect all members of the community.

Parents are reminded that:

- once posted and shared online any image or video can be copied and will stay online forever
- some children are at risk and MUST NOT have their image put online. Not all members of the community will know who they are
- some people do not want their images online for personal or religious reasons

- some children and staff may have a complex family background which means that sharing their image online can have unforeseen consequences
- therefore in order to keep all members of the community safe we must all 'Think before we post' online.

FEMALE GENITAL MUTILATION

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

Indicators that a child has undergone FGM include:

- returning to school after a period of absence and displaying changes in behaviour. These changes may also be observed after a school holiday and include, but are not limited to:
 - Being tearful or clingy
 - Displaying anxious behaviours
 - Aggression towards others
 - Being unusually withdrawn
- spending long periods of time on the toilet
- complaining of pain in their genital area
- having difficulty walking, sitting or standing
- being reluctant to talk about what they did over the holiday/while absent from school
- uncharacteristically wetting themselves or soiling their clothing
- change in appetite
- treatment for an infection in the genitals

Indicators that a child may be at risk from FGM include:

- talking about going abroad, particularly to some parts of the world including, but not limited to, countries in Africa and the Middle East
- talking about an elderly female relative visiting for a 'special occasion'
- talking about 'becoming a woman'
- if it is known that other family members have undergone FGM
- girls aged 5-8 years old are most at risk (although it can be carried out at any time from infancy up to early adulthood)

The **Designated Safeguarding Lead** will:

- ensure that all of the school staff are aware of the indicators of the possibility that a child may be undergoing or has undergone female genital mutilation
- activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care

- place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions.

FORCED MARRIAGES

Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. Such a marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

If there is a concern that a child/young person (male or female) is in danger of forced marriage, the Designated Person for child protection will contact children's social care without informing the parent/carer.

If there is an imminent threat of a child/young person being taken out of the country, the police and the Government's Forced Marriage Unit (www.fco.gov.uk /020 7008 0230) will be contacted.

'HONOUR BASED' VIOLENCE

The School recognises the range of crimes which are encompassed within the definition of 'honour based' violence, including FGM and forced marriages, which are detailed in this policy.

SELF HARMING AND SUICIDAL BEHAVIOUR

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and/or emotional abuse or chronic neglect which may also constitute significant harm.

SEXUALLY ACTIVE CHILDREN

Children under 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

Cases involving children under 13 should always be discussed with the **Designated Safeguarding Lead**.

Under the Sexual Offences Act, penetrative sex with a child under 13 is classed as rape. Where a member of staff is concerned that a child is involved with penetrative sex or other intimate sexual activity, there will always be reasonable

cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant harm.

The case should be referred to the LA children's social care followed by a strategy meeting/discussion to discuss appropriate next steps.

ABUSE AGAINST OTHER CHILDREN

Children are capable of abusing their peers. All staff will make clear through teaching and interaction with children that peer on peer abuse is never tolerated or passed off as 'banter'. Peer on peer abuse can take on many forms, including sexting and online abuse. Gender issues can be prevalent when dealing with peer on peer abuse, including children being sexually touched or being subject to initiation or hazing type violence. Guidance on dealing with sexting can be found in appendix 6.

All allegations of peer on peer abuse will be taken seriously, investigated and dealt with within the context of the school Behaviour for Learning Policy.

YOUNG CARERS

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young carers may experience:

- social isolation;
- a low level of school attendance;
- some educational difficulties;
- impaired development of their identity and potential;
- low self-esteem;
- emotional and physical neglect;
- conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, using the Common Assessment Framework.

CHILDREN MISSING EDUCATION

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and in order children may raise concerns around child sexual exploitation. The School will ensure compliance with the Local Authority Policy and procedures for Children Missing Education to safeguard these children.

The Designated Safeguarding Lead will monitor unauthorised absence and follow procedures, particularly where children go missing on repeated occasions.

The School will ensure there are procedures to inform the Local Authority when it is proposed to take children off roll because:

- the School has been replaced by another school on an attendance order
- the attendance order is revoked by the Local Authority
- a child is no longer compulsory school age
- a child is being permanently excluded
- the death of a child
- the child is transferred between schools
- the child is withdrawn to be educated outside of the school system
- the child fails to return from an extended family holiday after both the school and the Local Authority have tried to locate the child
- a medical condition prevents the child attending and returning to school before ending compulsory school age
- the child is in custody for more than four months
- the child has left the school
- there are 20 school-days continuous absence without good reason
- a child was admitted to the nursery and does not transfer into reception

The School will ensure that all staff understand what to do when a child does not attend school regularly, know the signs and triggers for travelling to conflict zones, FGM, forced marriage and domestic servitude and inform the Local Authority of any child who fails to attend school regularly or does not attend for 10 consecutive days without authorisation.

POSSIBLE SIGNIFICANT HARM

All staff and volunteers should be aware of the signs of abuse, neglect and specific safeguarding issues that are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Types of abuse and their symptoms are described in Appendix 1.

All staff and volunteers should be concerned if a child presents with indicators of possible significant harm, noting in particular that a child in an abusive relationship may:

- appear frightened of the parents and/or other household members including siblings or others outside of the home;
- act in a way that is inappropriate to their age and development (taking into account different patterns of development and different ethnic groups);
- display insufficient sense of 'boundaries' or a lack of stranger awareness; or
- appear wary of adults and display 'frozen watchfulness.

PARENTAL INVOLVEMENT

It is important that parents/carers understand the school responsibility to:

- safeguard and promote the welfare of children
- share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general, the staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However, this should only be done where it will not place a child at increased risk of significant harm.

The School is committed to working positively, openly and in partnership with parents and carers and will support parents and carers to understand our legal duty to safeguard and promote the welfare of children in our school. This includes our duty to make referrals to Children's Social Care and to assist our colleagues in other agencies with child protection enquiries.

RELATED POLICIES

The following policies fall under our safeguarding umbrella and we actively use them to underpin our values, ethos and our intent to ensure that all children at our schools are appropriately safeguarded:

- Staff Code of Conduct
- Behaviour for Learning
- Safer Recruitment
- Whistle-blowing
- Attendance
- E-Safety
- Meeting the needs of pupils with medical conditions
- First Aid
- Educational Visits
- Managing children who are missing in education

Appendix 1 – Types of abuse and their symptoms

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises / abrasions / lacerations • The account of the accident may be vague or may vary from one telling to another • Unexplained burns • Regular occurrence of unexplained injuries <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes • Uncomfortable with physical contact • Seems afraid to go home • Complains of soreness or moves uncomfortably • Wears clothing inappropriate for the weather, in order to cover body • The interaction between the child and its carer

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:

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

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

Neglect - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unattended medical need ▪ Underweight or obesity ▪ Recurrent infection ▪ Unkempt dirty appearance ▪ Smelly ▪ Inadequate / unwashed clothes ▪ Consistent lack of supervision ▪ Consistent hunger ▪ Inappropriately dressed 	<ul style="list-style-type: none"> ▪ Poor social relationships ▪ Indiscriminate friendliness ▪ Poor concentration ▪ Low self-esteem ▪ Regularly displays fatigue or lethargic ▪ Frequently falls asleep in class ▪ Frequent unexplained absences

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- exploiting and corrupting children.

Emotional Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Poor attachment relationship ▪ Unresponsive / neglectful behaviour towards the child's emotional needs ▪ Persistent negative comments about the child. ▪ Inappropriate or inconsistent expectations ▪ Self harm 	<ul style="list-style-type: none"> ▪ Low self-esteem ▪ Unhappiness, anxiety ▪ Withdrawn, insecure ▪ Attention seeking ▪ Passive or aggressive behavioural extremes

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Sexual Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">• Sign of blood/discharge on the child's clothing• Awkwardness in walking/sitting• Pain or itching – genital area• Bruising, scratching, bites on the inner thighs/external genitalia• Self harm• Eating disorders• Enuresis/encopresis• Sudden weight loss or gain	<ul style="list-style-type: none">• Sexually proactive behaviour or knowledge that is incompatible with the child's age and understanding• Drawings and or written work that is sexually explicit• Self harm/suicide attempts• Running away• Substance abuse• Significant devaluing of self• Loss of concentration

Appendix 2 – Handling disclosures of abuse

Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock and disbelief.

Take the child seriously. Always assume that he/she is telling the truth.

Do not promise confidentiality; you have a duty to refer to the Designated Senior Person for child protection if 'child in need'.

Do reassure and alleviate guilt.

For example you could say; "you are not to blame."

You have done the right thing to tell someone."

Do not ask leading questions.

For example, "What did she do next?" (this assumes that she did), or "did he touch your private part". The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.

Do not ask the child to repeat the incident for another member of staff.

End by summarising what has been said and what action has been agreed.

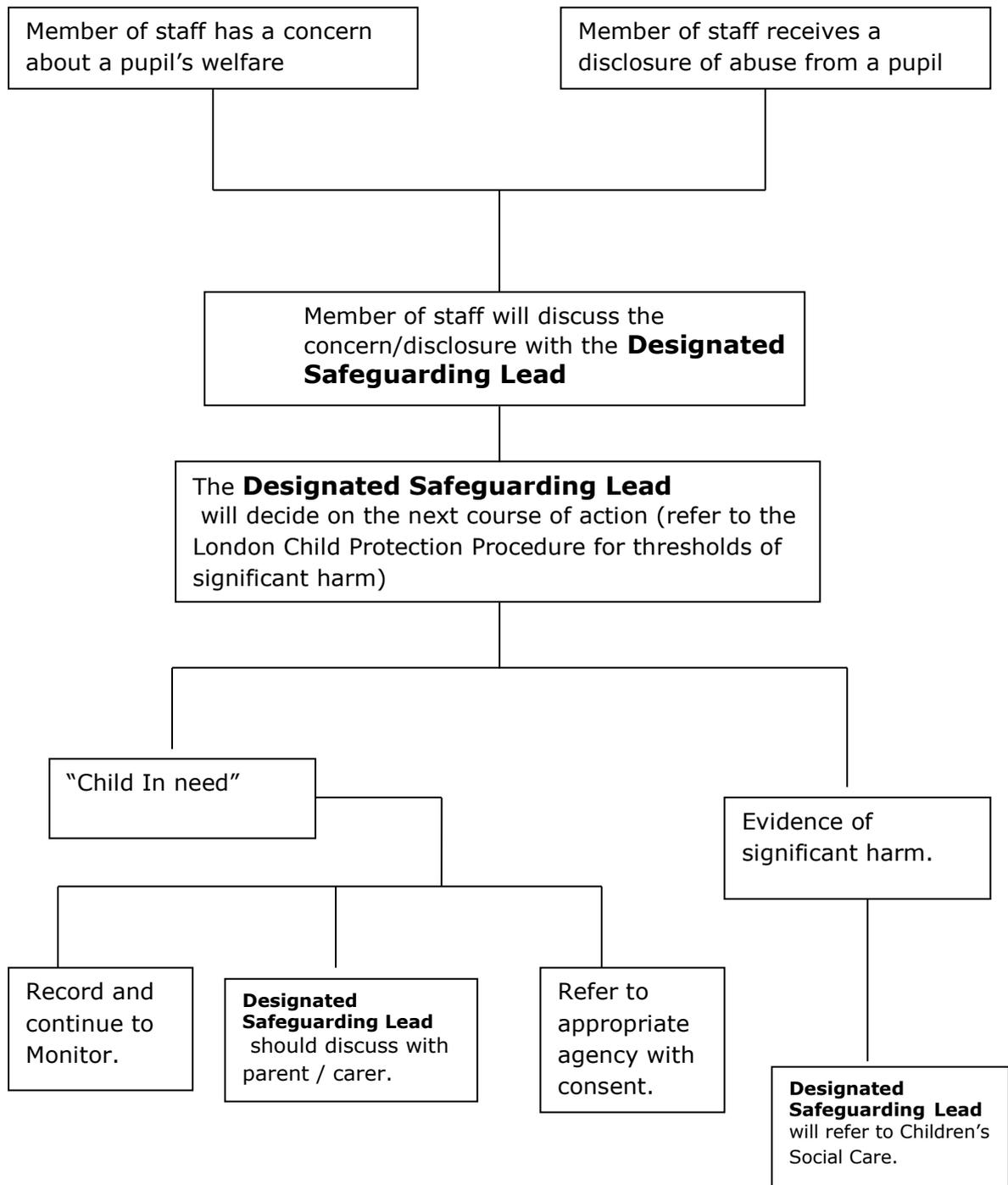
Be clear about what you intend to do next.

Record carefully what has been said on the Child Protection incident forms and what actions have been agreed.

Discuss your concern/disclosure with the Designated Child Protection Person at the school.

Appendix 3 – Procedures to be followed if you have a concern about a child’s welfare

Anybody can make a referral



Appendix 4 – Assessment of Risk (Sexually active children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- whether the child is competent to understand, and consent to, the sexual activity they are involved in (children under 13 are not legally capable of consenting to sexual activity)
- what the child/ren in the relationship's living circumstances are, whether they are attending school, whether they or their siblings are receiving services from LA children's social care or another social care agency etc
- the nature of the relationship between those involved, particularly if there are age or power imbalances
- whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor
- whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity
- any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship
- whether methods used to secure a child's compliance, trust and/or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts/treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc in order to abuse the child

- whether the child denies, minimises or accepts the concerns held by professionals.

Appendix 5 – The Common Assessment Shared Framework

Common Assessment Shared Framework can only be completed with the consent and involvement of the parent/carer (or child/young person where appropriate).

It provides a standard method of assessment used across all children’s services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

NB. Child protection concerns should be referred to MASH

If a CASA has previously been completed it will be helpful to pass on the information already gathered, but do not wait to complete a CASA.

The common assessment is designed for when:

- there are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
- there is signed consent from a parent/carer;
- the child’s needs are unclear or broader than a single service can address.

A common assessment should be completed when a professional in any agency (all health, childcare, Early Years’ settings, schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services.

Completing a common assessment should:

- enable the professional to identify the child’s needs;
- provide a structure for systematic gathering and recording of information;
- record evidence of concerns and a base-line for measuring progress in addressing them;

- provide an evidence base for a decision to refer to another agency if necessary, or to children's social care for an initial or core assessment or to another service for a specialist assessment

Appendix 6 – **Sexting Guidance**

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 as amended in the Sexual Offences Act 2003.

Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activities.

Designated Safeguarding Leads must ensure they are familiar with and following policies for recognising and responding to harmful behaviours and/or underage sexual activity when dealing with children under 13 who may have been involved in creating or sharing youth produced (including young people sharing images that they, or another person, has created) sexual imagery. This is essential to ensure that children involved or identified are safeguarded and are not unnecessarily criminalised or labelled.

When an incident involving youth produced sexual imagery comes to the attention of the School:

- the incident must be referred to the Designated Safeguarding Lead as soon as possible
- the Designated Safeguarding Lead should have an initial meeting with appropriate staff
- there should be subsequent interviews with the young people involved (if appropriate)
- parents should be informed at an early stage and involved in the process unless there is a good reason to believe that involving the parents would put the young person at risk of harm
- at any point in the process if there is a concern the young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the police immediately

Schools should consider what specific learning might be provided in the curriculum about youth produced sexual imagery and inclusion of information in the school E-Safety Policy.