



Child Protection Policy & Procedures

May 2022 – May 2023

Reviewed by: Howard Payne and Emma Hibberd
Agreed by (Governor):
Next review date: September 2022

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Child Protection Statement

Medina Primary recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here” where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents contained in this policy.

All staff, children, parents and visitors are required to act safely and to co-operate in meeting these obligations. Medina believes that child protection is the responsibility of all adults. The school will encourage employees to take an active role in ensuring that the highest standard of child protection is extended to all our children.

This policy will be reviewed annually by the Designated Safeguarding Lead, Deputy Safeguarding Lead and the associated Governor and shared with the Governors in Summer Term or Autumn Term at the latest.

We will educate and encourage children to keep safe through the content of the curriculum (including Relationship Education statutory from 2020) and an ethos which helps children to feel safe and able to talk freely about their concerns, secure in the knowledge that they will be listened to and valued.

This Policy must be read alongside other policies relating to Safeguarding and Child Protection, specifically the requirement to ensure the following procedures are in place:

- Employment checks must be carried out in compliance with regulation.
- Temporary and supply staff must be fully briefed about the school’s safeguarding procedures.
- All visitors must be briefed on arrival about what to do if they see or hear anything which concerns them. Visitors whose DBS has not been recorded in the school’s single central record must be accompanied at all times and wear an InVentry Visitors badge. Visitors whose DBS has been recorded in the school’s single central record or are school support professionals, such as Local Authority Professionals/Supply Teachers, must be issued with an InVentry Visitors badge alongside their professional identification badge and are not required to be supervised. All staff and visitors must sign in and out of the InVentry system located in the school office.

1. The legal framework within which this policy stands

This policy is based on the Department for Education's statutory guidance: [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and [Working Together to Safeguard Children](#)(2015/2018), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and authorities to safeguard and promote the welfare of children
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy is in line with locally agreed inter-agency procedures that have been put in place by the Portsmouth Safeguarding Children Board (PSCB). The PSCB is governed by and adheres to different policies and procedures, developed in accordance with the 'Working Together to Safeguard Children' National Guidance.

The 4LSCB Policies and procedures provide standards for agencies and a framework to promote children's welfare and protect them from abuse and neglect. See <http://4lscb.proceduresonline.com/>

Local Safeguarding Children Board protocols and guidance can be found using this link:

Portsmouth Safeguarding Children Board [protocols and guidance](#)

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are privately fostered

2. Definitions

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the Primary, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to children in our school; however, the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.

A full outline of types of abuse can be found in the Safeguarding Policy.

3. The Policy

3.1 Aims, principles and values

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender including transgender, race, disability, sexuality, religion and non-religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, we have the responsibility and the right to contact children's social care or the police, without notifying parents if this is believed to be in the child's best interests.

3.2 Leadership and management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school, any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. There is a nominated safeguarding governor, who will take leadership responsibility for safeguarding. The Chair of Governors will receive reports of allegations against the headteacher.

In this Primary, roles are allocated as follows:

Role	Name	Contact
Designated Safeguarding Lead:	Howard Payne	02392 375475 hpayne@medina.portsmouth.sch.uk
Deputy Designated Safeguarding Lead(s):	Ros Hammerton (Deputy Head) Emma Hibberd (Inclusion Manager)	02392 375475 rhammerton@medina.portsmouth.sch.uk ehibberd@medina.portsmouth.sch.uk
Safeguarding Governor	Dave Byng	davebyng@yahoo.co.uk
Chair of Governors	Jacqueline Coonie	jcoonie@me.com

Detailed descriptions of the roles and responsibilities of leadership are set out in Annex 1.

DSL should ensure that all staff are in receipt of:

- Keeping Children Safe in Education (2021) Part one
- Child Protection Policy
- Safeguarding Policy
- Behaviour Policy
- Staff code of conduct policy
- Safeguarding response to children who go missing in education

3.3 Training

All staff at Medina are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

As a minimum, the school aims to provide:

- annual training in the form of a briefing for all staff, every year;
- the same training as part of induction for staff joining mid-year;
- relevant training to ensure staff appointed to specific roles can undertake that role effectively
- timely updates to all relevant staff on changes to local or national policy or practice.

Training was updated in September 2021 to reference new and current legislation of Keeping Children Safe in Education (September 2021).

All staff received Prevent training in Autumn 2019

The head teacher, admin manager and relevant Governors have attended Safer Recruitment Training. This will be updated in line with published guidance.

4. Child Protection Procedure

The following procedures apply to all staff and will be covered by training to enable staff to understand their role and responsibility. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

Consideration should be given to the context within which behaviours and/or incidents occur. 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. This is 'contextual safeguarding'. The flowchart in Annex 2 summarises this procedure.

4.1 Communicating concerns

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused or at risk of harm.

If a member of staff suspects abuse, spots signs or indicators of abuse or is concerned that a child is being radicalised and at risk of being drawn into terrorism, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL or Deputy DSL / headteacher immediately
3. The DSL or headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or headteacher are not immediately available (see 4.2 below)
4. Make an accurate record as soon as possible of all that has happened using CPOMs, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.

- Any injuries (use body maps in Annex 3)
- Explanations given by the child / adult
- What action was taken
- Any actual words or phrases used by the child

4.2 Following-up concerns

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care through the relevant procedure or the police if appropriate. If the DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care. Remember that anyone can make referrals to the Multi Agency Safeguarding Hub (MASH) if they consider a child is at immediate or significant harm and the DSL is not available.

Contact for Portsmouth MASH:

During Office Hours (Monday to Friday): 0845 671 0271/02392 688793

Out of Office Hours: 0300 555 1373

MASH guidance, Inter Agency Contact Form and the PSCB Threshold Document can be found at the following webpage:

<https://www.portsmouthscb.org.uk/worried-about-a-child-suffering-from-harm/>

Generally, the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

***N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.*

Detailed guidance for responding to disclosures is contained in Annex 4

Detailed guidance for DSLs in how to follow-up a concern is contained Annex 5

5. Confidentiality

- "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe" (KCSiE 2021). This includes sharing information without consent if doing so prevents the child being at further risk of harm.
- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.
- Parents will be made aware of the requirements to maintain confidentiality about any allegations against staff whilst investigations are ongoing as set out in section 141F of the Education Act 2002.

6. Dealing with allegations against staff

This procedure should be used in all cases in which it is alleged a member of staff, supply or volunteer in a school, or another adult who works with children 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- been involved in an incident that may make them unsuitable to work with children
e.g. domestic violent

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, supply or volunteer to the Headteacher or the DSL as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible
- There may be situations when the Headteacher will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Headteacher they will, if the threshold is met, contact the Local Authority Designated Officer (LADO) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

Portsmouth LADO: 02392 882500

- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

School will not cease to employ a supply teacher or a volunteer until all facts have been sought and in liaison with LADO.

Medina Primary will act to minimise the stress inherent with the allegations process. The individuals will be kept informed of the progress of the concerns including explanation of the likely course of action. All parties will be offered access to welfare counselling.

Whistle-blowing

The school adheres to Portsmouth City Council's Whistle-blowing policy. A copy is available on request.

The school's Early Years supports the requirements set out in the statutory framework for the Early Years Foundation Stage.

Mobile phones and cameras

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

The Headteacher, Deputy and the site staff will carry their mobiles with them so that they can be contacted in case of emergency.

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Children in upper Key Stage 2 are allowed to bring their mobile phone to school. They must hand this to their teacher who will submit to the school office in the morning. The children are given their phones back at the end of the school day. All safeguarding issues that arise through the use of mobile technology in school and at home are reported to the DSL who will notify parents as necessary. The children are taught about online safety through the curriculum.

7. Dealing with allegations against children including peer-on-peer abuse including sexual abuse and harassment.

Medina Primary believes that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of children towards each other will be covered by the behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under this policy and in line with Keeping Children Safe in Education (2021). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

We will follow the “Sexual violence and sexual harassment between children in schools and colleges” advice provided by the DfE. We will challenge all contact behaviours that have a sexual nature to them and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe. Staff in the school will remain vigilant and intervene early to prevent low level behaviours from becoming abusive experiences. All staff will maintain the attitude that “It could happen here”

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, a factual record of the allegation should be made, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead (DSL) should be informed and the procedures in outlined in Annex 6 should be followed.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;

- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A perpetrator of sexual abuse may sometimes be a woman or girl and the victim a boy. The Brook traffic light tool (see Safeguarding Policy) can be useful in making these considerations.

A risk assessment should be completed and kept electronically. This should consider:

- The victim, especially their protection and support
- The alleged perpetrator: and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Minimising the risk of peer on peer abuse

We will minimise the risk of peer-on-peer abuse by:

- taking a whole school approach to safeguarding and child protection
- providing training for staff;
- providing a clear set of values and standards, underpinned by the behaviour policy and pastoral support system and by planned programme of evidence-based content delivered through the curriculum and
- engaging with specialist support and interventions.

For further information on Peer-on-Peer abuse see Safeguarding Policy.

Annual review

This policy is to be reviewed at least annually in line with DfE, Portsmouth Safeguarding Children Board and other relevant statutory guidance.

Last Review	March 2022
Reviewed by	Howard Payne Emma Hibberd
Review Date	March 2023

For further information on child abuse including physical abuse, emotional abuse, sexual abuse/harassment and neglect see the Safeguarding Policy. This includes information on other specific safeguarding concerns such as CME (including attendance reporting requirements), FGM, County Lines, radicalisation, Child Sexual Exploitation, peer-on-peer abuse, upskirting, hazing and Mental Health.

Roles and responsibilities within Medina Primary**Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe. Ensuring that they are able to recognise when they are at risk and how to get help.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day. This includes recording of low level concerns which might add depth to a wider view of the child.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- If the disclosure is an allegation against a member of staff, they report this to the DSL or if the allegation is against the DSL or headteacher, to the Chair of Governors.
- Follow the procedures set out by the Portsmouth Safeguarding Children Board and take account of guidance issued by the DfE.
- Support children in line with their Child Protection Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a Child Protection Plan who has unexplained absence.
- Have an understanding of Early Help and be prepared to notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support children and provide early help.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
- Have an awareness of this Child Protection Policy, the Safeguarding Policy, the Behaviour Policy, the staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior leadership team responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together 2018)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central record and complying with the visitor management procedure.
- Complete a Section 11 Compact Audit and submit to PCSB every two years.
[Portsmouth audit tool \(excel\) – ‘self-assessment audit’ at bottom of page](#)

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or children with respect and follow Portsmouth Local Safeguarding Children Board procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) in accordance with school policy and procedures.

Governing body responsibilities

- The school has effective safeguarding policies & procedures including this Child Protection Policy, the Safeguarding Policy, the Staff Code of Conduct, Behaviour Policy and a response to children who go missing from education.
- The school undertakes a Section 11 Compact Audit as outlined above, is shared with the PCSB as outlined above.
- Recruitment, selection and induction follows PCC processes including safer recruitment practice and all appropriate checks.
- Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- A member of the senior leadership team is designated as Designated Safeguarding Lead (DSL) and have this recorded in their job profile.
- The DSL must work within the requirements as detailed in Annex B of Keeping Children Safe in Education (2021).
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for leading safeguarding

DSL responsibilities *(to be read in conjunction with DSL role description in KCSiE)*

In this school the DSL is Howard Payne

The deputy DSLs are Ros Hammerton and Emma Hibberd

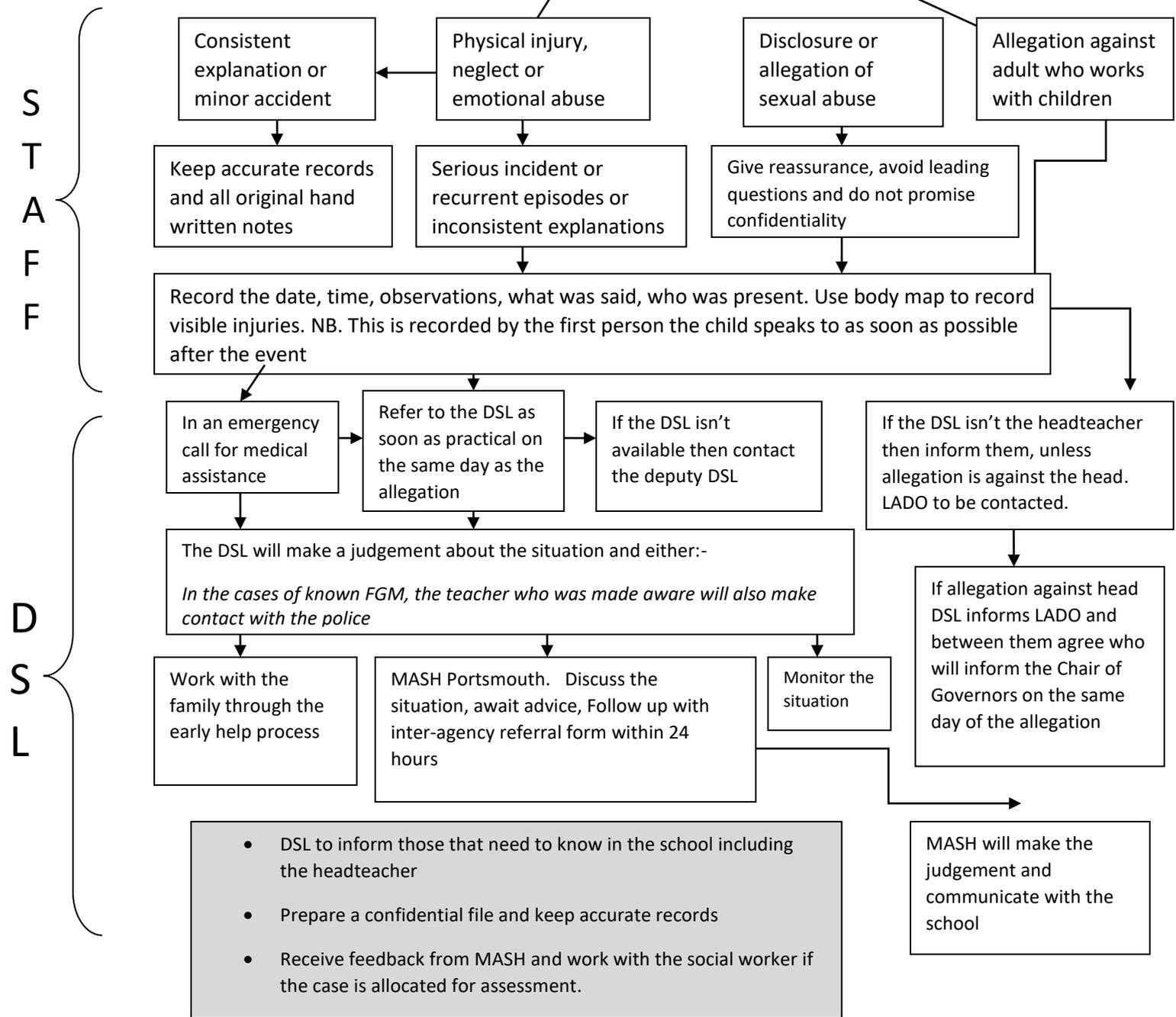
In addition to the role of staff and senior management team the DSL will

- Refer cases to social care and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the governing body in fulfilling their responsibilities
- Attend initial training for the role and refresh every other year as per PCSB requirements. By attending appropriate training and demonstrating evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main child file and use these records to assess the likelihood of risk

- Ensure that safeguarding records are transferred accordingly (separate from child files) when a child transfers school
- Ensure that where a child transfers school and is on a Child Protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the PSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in school that enable the identification and reporting of all cases, or suspected cases, of abuse
- Meet any other expectations set out for DSLs in Keeping Children Safe in Education 2021, including the monitoring of academic and social development.

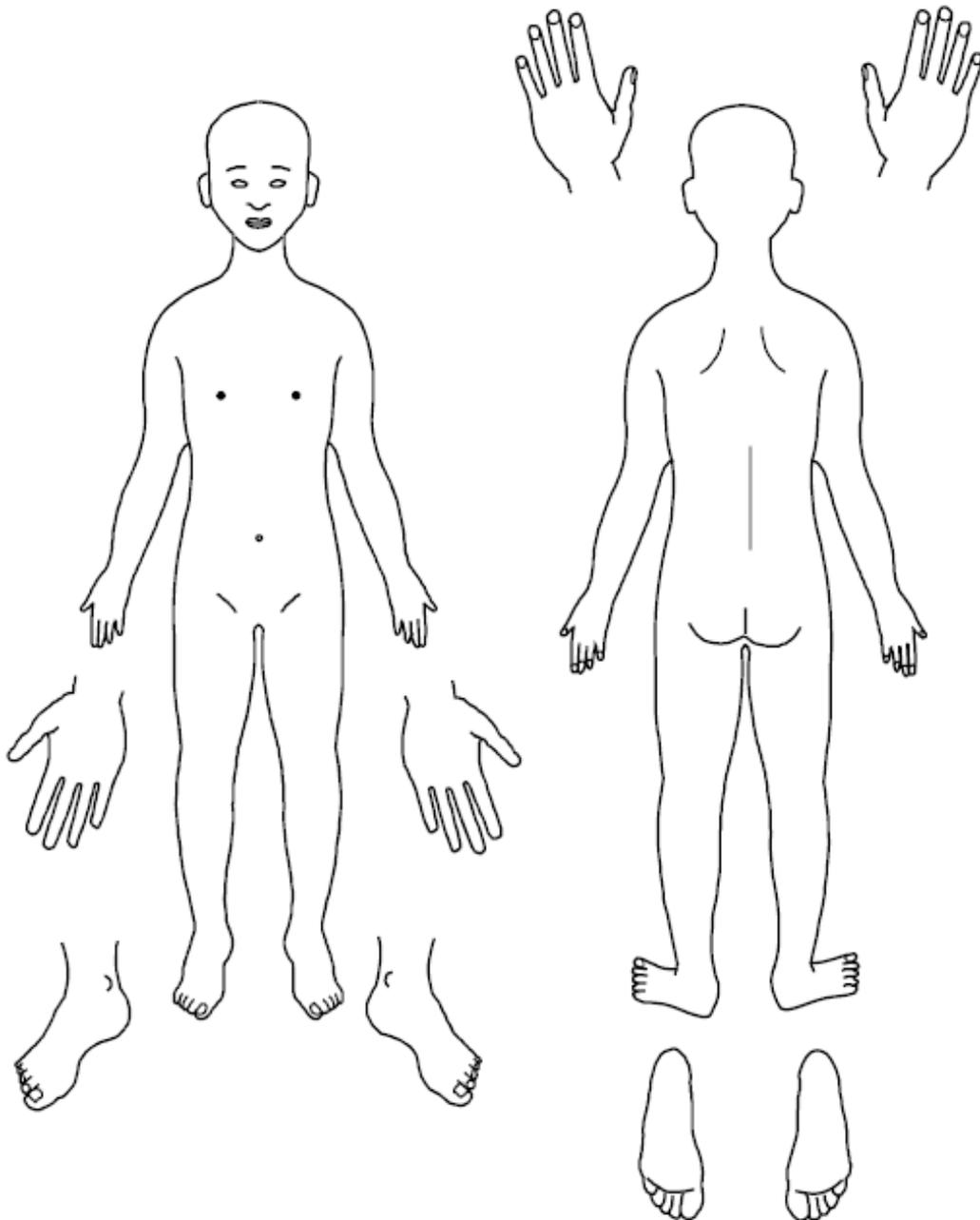
Flowchart for child protection procedures

DSL – Designated safeguarding lead
 MASH – Multi agency safeguarding hub
 CP – Child protection



Body Map

Annex 3



Name of Child: _____ Year Gp: _____

Date and time: _____

Completed by: _____



Any additional information:

A large empty rectangular box with a thin black border, intended for providing additional information.

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose first language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's**Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable but not in front of the child

Reassure

- Reassure the child, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be a senior member of staff

Report

- Share concerns with the designated safeguarding lead (DSL) as soon as possible
- If you are not able to contact the DSL, and the child is at risk of immediate harm, contact the children's social services directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and log on CPOMS as soon as possible
- Keep your original notes in the child protection file in the DSL office
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the exact words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable injury
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Procedure for DSLs receiving concern**Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care or the police if appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via the MASH and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary, they can phone MASH to discuss concerns

1. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process
2. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral must be made using the Inter-agency Referral Form which will provide children's social care with the supplementary information required about the child and family's circumstances.
3. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must also notify children's social care of the occurrence and what action has been taken.
4. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
5. When a child is in need of *urgent* medical attention and there is suspicion of abuse the DSL or headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
6. If the DSL deems MASH/Social Care involvement has been unsatisfactory, it is their responsibility to escalate this to ensure that the child is not placed in further/ongoing risk of harm.

Procedure for DSL on receiving allegation of peer-on-peer abuse

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files/ report on CPOMs.
- The DSL should follow local procedure to discuss the case with MASH
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place MASH will communicate that the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral unless this would put a child at greater risk
- It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan, considering:
 - The victim, especially their protection and support
 - The alleged perpetrator, their support needs and any disciplinary action
 - All other children at the school
 - Contact between the victim and the alleged perpetrator
N.B. use of Restorative Practice should be considered
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- Where criminal investigation into a serious sexual assault (rape/penetration) leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school as the victim would seriously harm the education or welfare of the victim and potentially other children.
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the headteacher should be to continue keeping the victim and perpetrator separate and consideration must be made of how best to achieve this and manage potential contact. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with their behaviour policy.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

- While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults, initiation violence and rituals from children to children can also be abusive.
- These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

Medina School has a tough stance on bullying, as outlined in the Behaviour and Inclusion Policy.

References:

Keeping Children Safe in Education (2021)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

PREVENTING RADICALISATION

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. DLS will familiarise themselves with current guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance> and also be aware of the Channel programme in case a referral is made through Prevent. More information on Channel available here: <https://www.gov.uk/government/publications/channel-guidance>

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our children to stay safe online at school and at home.

Staff will be alert to changes in children' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a child is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a child, they will follow procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexting: how to respond to an incident

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'.

All such incidents should be reported to the Designated Safeguarding Lead (DSL) who will lead response.

The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), ***Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People***, and should **not** refer to this document instead of the full guidance.

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

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

Report it to your Designated Safeguarding Lead (DSL) or Deputy DSL immediately.

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

For further information

Download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (UKCCIS, 2016) at www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Annex 9**STAFF AND VISITOR MANAGEMENT PROCEDURES**

The issuing of identity badges to staff, governors and all visitors to the school is a vital component of the safeguarding expectations.

1. STAFF ID BADGE

All staff should be issued with an identify badge. Everyone should be issued with and wear their photo ID at all times.

2. VISITOR ID BADGE

The school has a legal duty of care for the health, safeguarding, safety, security and wellbeing of all children and staff. This duty of care incorporates the duty to “safeguard” all children from subjection to any form of harm, abuse or nuisance. The school therefore requires that ALL VISITORS (without exception) are issued with an InVentry Visitor badge.

For the purpose of this procedure a Visitor may be:

- Supply or Agency staff
- External visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- Parents
- Volunteers
- Contractors e.g. Maintenance, Grounds person
- Independent contractors who may transport children in minibuses or in taxis
- An Ofsted Inspector
- Governors

The school must ensure that an effective sign in and visitor badge process is in place, which clearly identifies whether the visitor is DBS checked and therefore able to meet with children and students without supervision when on site.

Regardless of the frequency of visit, all individuals must be issued with an appropriate ID badge. The badge should identify the DSL.

Procedure:

All visitors must report to the School Office, give their name and purpose of their visit. They should then complete their details via the electronic log in system (InVentry) and be issued with a badge. This badge to carry this statement: ‘Safeguarding is our highest priority. If you are concerned about a child’s safety, speak to the school office who will direct you to the Designated Safeguarding Lead.’

All visitors will be required to wear the ID badge which must remain visible throughout their visit.

If a visitor has not produced a DBS check then this visitor must be accompanied while on site. The member of staff the visitor is meeting will be responsible for that visitor whilst on site and should escort them back to the School Office at the end of the meeting. If the visitor has presented with a current DBS check or is Professional School support - this could include Local Authority professionals, Supply teachers or school coaches, Governors etc - these visitors should be issued with a visitor badge to be worn alongside their professional ID badge and can meet with children unsupervised.

Visitor Departure - On leaving the school, all visitors MUST leave via the School Office and log out via the electronic system.