

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	July 2016	Next scheduled review	October 2023
Governor approved	October 2022	Key person/people	DSL/HT
Model Policy		Model localised	Yes
Pupil leadership team review	<del>Y/N</del> N/A		

## CHILD PROTECTION, PROCEDURE AND GUIDANCE

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## The Westgate School and Rotherly Nursery/Wraparound/Child Protection Policy

### **Policy Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. **The Westgate School has a zero tolerance approach to abuse alongside a culture of 'it could happen here'.**

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 employees, volunteers and Governors with the framework they need in order to keep children safe and secure in our

School/Nursery/Wraparound and to inform parents and guardians how we will safeguard their children whilst they are in our care and to detail procedures to minimise the risk of child on child abuse.

Specific guidance is available to employees within the procedure documents.

This policy is written with reference to both our SEND and Online Safety Policies

### **Definitions**

Within this document:

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

The term **employees** applies to all those working for or on behalf of the School/Nursery/Wraparound, 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<sup>th</sup> birthday. On the whole, this will apply to pupils of our School/Nursery/Wraparound. However, the policy will extend to visiting children and pupils 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. Explanations of these are given within the procedure document.

## **Aims**

- To provide employees with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the School/Nursery/Wraparound
- To demonstrate our commitment to protecting children.

## **Principles and Values**

1. Children have a right to feel secure and cannot learn effectively unless they do so.
2. All children have a right to be protected from harm.
3. All employees 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/Nursery/Wraparound or in the community, taking into account contextual safeguarding, in accordance with the guidance.
4. 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.
5. Whilst the School/Nursery/Wraparound will work openly with parents as far as possible, it reserves 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.
6. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
7. Information will be shared with individuals within the School/Nursery/Wraparound who 'need to know'.
8. All employees are aware that they cannot promise a child to keep a disclosure confidential.
9. All adults working within the school should maintain professional curiosity if they are concerned about a child.

### **As a School/Nursery/Wraparound we will educate and encourage pupils to keep safe through:**

10. The content of the curriculum. This is evident in the Personal Development Curriculum and assemblies All-through. The content of the curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND
11. A School/Nursery/Wraparound ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
12. Every child has access to a trusted adult in school.
13. Children will be taught about how to keep themselves and others safe when on-line.
14. Pupils are explicitly taught to report any incidents using one of the two Help boxes that are situated in the Primary and Secondary Phase. In addition, Secondary Phase pupils can email concerns to the dedicated email address: [callitout@westgate.hants.sch.uk](mailto:callitout@westgate.hants.sch.uk) which is then monitored by the Safeguarding Leads.

## **Leadership and Management**

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

In this School/Nursery/Wraparound any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy DSL if they have concerns about a young person.

**The DSL – Lead Practitioner is *Claire Fyvie-Rae*  
Senior DSL is *Ben Pearce***

### **The DDSL's:**

Fae Dean Headteacher,  
Liz Williams Head of Primary Phase/Nursery/Wraparound,  
Karen Wild/Janine Christian, Headteacher's PA  
Jayne Bush, Nursery manager.

There is a nominated safeguarding governor, **Ruth Luzmore** who will take governor responsibility for safeguarding. All members of the SLT are safeguard trained. The Chair of Governors, **Penny Catchpole** will receive reports of any allegations against the headteacher and act on the behalf of the governing body.

In addition, The Westgate School attends a half termly Safeguarding Hub that includes local Primary and Secondary schools. Also in attendance is the LADO who feeds back contextual safeguarding and offers advice on current challenges.

As an employer we follow safer recruitment guidance as set out in KCSiE 2022 and we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015.

### **Training**

All employees in our School/Nursery/Wraparound are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided as required and annually in September, but regular updates are given through the colleague dashboard and briefings. Separate training is provided to all new employees on appointment arranged through the HR department with paperwork being signed to confirm receipt of the safeguarding brief. The DSL will attend training at least every other year to enable them to fulfil their role.

Any update in national or local guidance on safeguarding or Prevent will be shared with all employees in briefings and then captured in the next whole School/Nursery/Wraparound training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Governor training is provided as required by KCSiE 2022.

### **Referral**

Following any concerns raised, 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 if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and if appropriate the police. If the DSL is not available or there are immediate concerns, the employee will refer directly to the Senior DSL or a DDSL or a member of the Senior Leadership Team. We will use the guidance from NPCC to determine when to contact the police.

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/employees member to report directly to the police. The DSL should also be made aware without delay.*

### **Confidentiality**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2015) guidance

- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

### **Dealing with allegations against employees**

If a concern is raised about the practice or behaviour of a member of staff, this information will be recorded and passed to the headteacher **Mrs Fae Dean**. Mrs Fae Dean will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The Local Authority Designated Officer (LADO) will be contacted for all allegations and the relevant guidance will be followed. If the headteacher needs advice or guidance they will contact the LADO. If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly. (Annex 5)

### **Dealing with allegations against pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the School/Nursery/Wraparound, the 'Child on Child Abuse' guidance will be followed (Annex 6)

#### **Legal context**

Section 175 of the Education Act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations 2014; the Children Act 2004 & 1989

#### Guidance

Hampshire Safeguarding Children Partnership protocols and guidance and their procedures

[Working Together to Safeguard Children \(2018\)](#)

[Keeping Children Safe in Education \(2022\)](#)

[FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

#### **Policy review**

As a School/Nursery/Wraparound, we review this policy at least annually in line with DfE, HSCP and HCC requirements and other relevant statutory guidance.

**Date approved by governing body: (Main Policy) – 6<sup>th</sup> October 2022**

**Date reviewed by governing body: (Main Policy) – 6<sup>th</sup> October 2022**

## **Roles and responsibilities within The Westgate School/Nursery/Wraparound**

### **Employees responsibilities**

All employees 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 the School/Nursery/Wraparound who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regard to safeguarding.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Recognise that abuse, neglect, or other adverse childhood experiences, can impact the mental health, behaviour and education of children.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
- 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.
- Follow the allegations procedures (Annex 5) if the disclosure is an allegation against an employee.
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a Child Protection Plan or Child in Need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from this intervention.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy; the Behaviour Policy; the Employees Code of Conduct policy; child on child abuse procedures; procedures relating to the safeguarding response for Children who go Missing from Education and the role of the DSL.
- Make the Headteacher aware of any circumstances/conditions that may affect their suitability to work with children including the taking of medication for colleagues working in the nursery/EYFS setting.
- Incidents to be recorded on CPOMS and at least in written communication to the DSL without delay so that it can be recorded on CPOMS via the Safeguarding referral button located on the Colleague Dashboard.

### **Senior Leadership Team responsibilities:**

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure employees are alert to the various factors that can increase the need for early help (para 19 KCSiE 2022)

- Working with Children’s Social Care, support their assessment and planning processes including the School/Nursery/Wraparound’s attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of employees, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all employees regardless of their position within the School/Nursery/Wraparound.
- Treat any information shared by employees or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against employees are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children Partnership (HSCP) and Hampshire County Council (HCC)
- Determine if a concern about a member of staff is a ‘low level concern’ or an allegation[1][https://ukc-word-edit.officeapps.live.com/we/worDEDitorframe.aspx?ui=en-US&rs=en-US&wopisrc=https://hssla850sch4012-my.sharepoint.com/personal/cfyvier\\_westgate\\_hants\\_sch\\_uk/\\_vti\\_bin/wopi.ashx/files/449a94e2fde942c188abaea1ea80d401&wdenableroaming=1&mssc=1&wdodb=1&hid=1808EF9F-C0D0-3000-2FA7-7C1CD779D2F2&wdorigin=Other&jsapi=1&jsapiver=v1&newsession=1&corrid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&usid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&sftc=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified\\_SingleFlush&preseededsessionkey=fae9060f-197a-dd7e-8d23-a3c44d2153f6&preseededwacsessionid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&rct=Medium&ctp=LeastProtected](https://ukc-word-edit.officeapps.live.com/we/worDEDitorframe.aspx?ui=en-US&rs=en-US&wopisrc=https://hssla850sch4012-my.sharepoint.com/personal/cfyvier_westgate_hants_sch_uk/_vti_bin/wopi.ashx/files/449a94e2fde942c188abaea1ea80d401&wdenableroaming=1&mssc=1&wdodb=1&hid=1808EF9F-C0D0-3000-2FA7-7C1CD779D2F2&wdorigin=Other&jsapi=1&jsapiver=v1&newsession=1&corrid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&usid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&sftc=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&preseededsessionkey=fae9060f-197a-dd7e-8d23-a3c44d2153f6&preseededwacsessionid=6355a52c-d0f7-edb4-0ae6-3eba478ad75d&rct=Medium&ctp=LeastProtected)

### **Governing body responsibilities**

- Ensure the School/Nursery/Wraparound has effective safeguarding policies and procedures including a Child Protection Policy, an Employees Code of Conduct policy, a Behaviour Policy and a response to children who go missing from education.
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Recruitment, selection and induction follows Safer Recruitment practice including all appropriate checks.  
Allegations against employees are dealt with by the Headteacher. Allegations against the Headteacher are dealt with by the Chair of Governors
- A member of the Extended Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description. A member of the Senior Leadership Team is appointed Senior DSL and has this recorded in their job description
- Employees have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding is identified.

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

**In this School the:**

**Senior DSL is Ben Pearce**

**DSL – Lead Practitioner is Claire Fyvie–Rae**

**Nursery DSL is Jayne Bush**

**The School DDSLs:**

**Fae Dean**

**Liz Williams**  
**Jane Edwards**  
**Pete Hurley**  
**James Green**

In addition to the role of all employees and the 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 safeguarding responsibilities set out in legislation and statutory guidance
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every employee knows who the DSL, Senior DSL and the Deputies are, have an awareness of the DSL role and know how to contact them.
- Ensure all employees and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support.
- Ensure whole School/Nursery/Wraparound training occurs regularly with at least annual updates so that employees and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any employee joining the School/Nursery/Wraparound outside of the agreed training schedule receive induction prior to commencement of their duties
- Keep records of Child Protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers School/Nursery/Wraparound, including in-year transfers.
- Ensure that where a pupil transfers School/Nursery/Wraparound and is on a Child Protection Plan or is a child looked after, their information is passed to the new School/Nursery/Wraparound immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure employees are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the School/Nursery/Wraparound that enable the identification and reporting of all cases, or suspected cases, of abuse
- Meet any other expectations set out for DSLs in KCSiE 2022.
- Co-ordinate support for out of hours emergencies and be point of contact for children's services out of hours (supported by the Senior DSL or Senior Deputy Headteacher).
- Support the Headteacher and HR team in ensuring the Single Central Record is accurate.
- Ensure that volunteers, student teachers and other adults working in School (in addition to paid employees) have received safeguard training.

### **The Westgate School/Nursery/Wraparound Child Protection Procedures**

#### **Overview**

The following procedures apply to all employees working in the School/Nursery/Wraparound and will be covered by training to enable employees to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables employees to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

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 employees are aware that very young children and those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may be more likely to communicate concerns with behaviours rather than words. Additionally, employees will question the cause of knocks and bumps in children who have limited mobility which will include children (for example younger siblings) visiting the site as well as those who are pupils.

**If an employee suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

- Make an initial record of the information to the DSL/safeguarding account via the Safeguarding reporting form which is on the Colleague Dashboard to make the DSL/Senior DSL/DDSL aware.
- Report it to the DSL, Senior DSL or a Deputy DSL immediately
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - ✓ Dates and times of their observations
  - ✓ Dates and times of any discussions in which they were involved.
  - ✓ Any injuries
  - ✓ Explanations given by the child/adult
  - ✓ What action was taken
  - ✓ Any actual words or phrases used by the child

The records must be signed and dated by the author or/equivalent on electronic based records and passed to the DSL, Senior DSL or deputy in their absence to be actioned and logged on CPOMS.

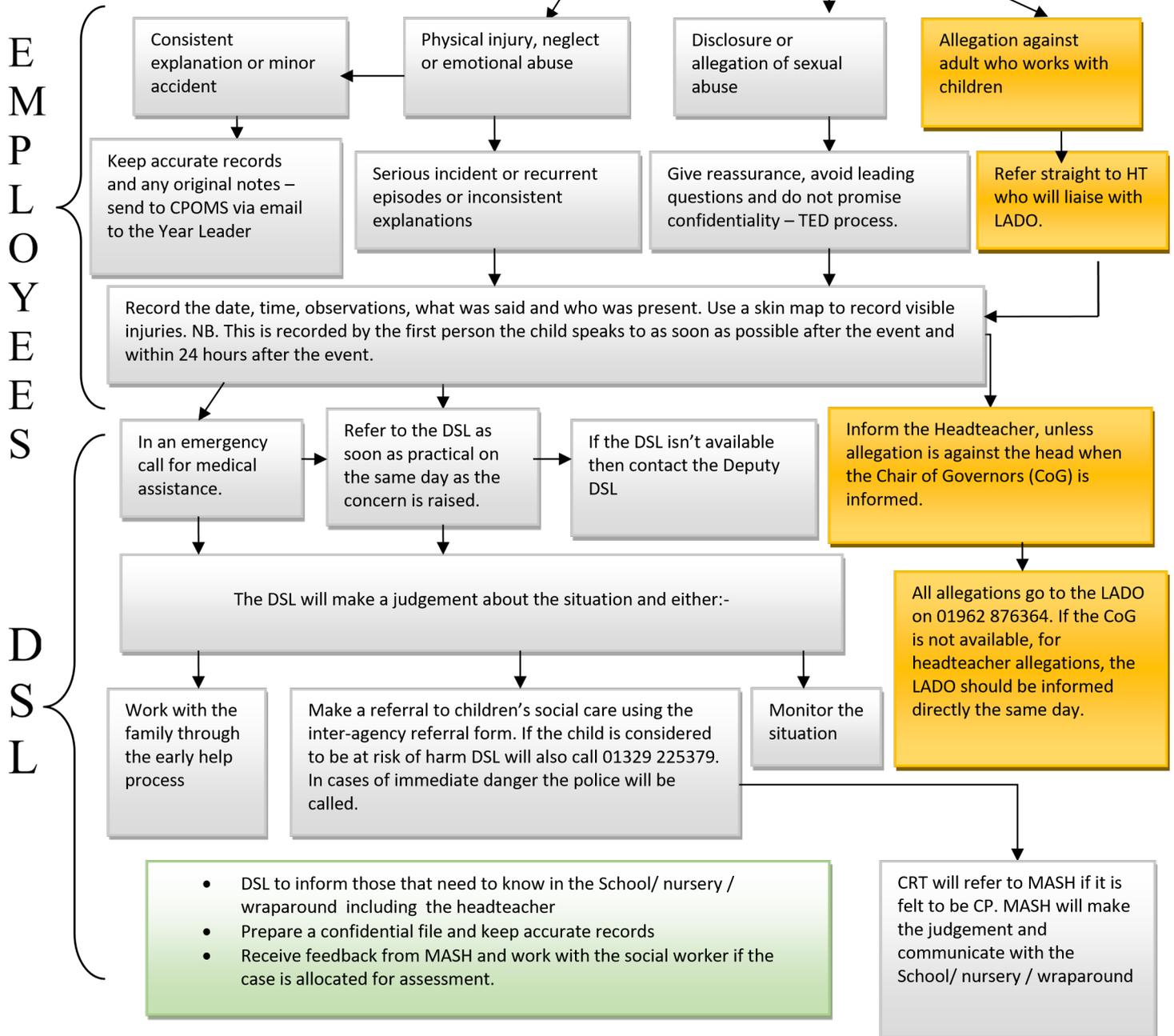
- In the absence of the DSL, Senior DSL, a Deputy or member of SLT, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

### **Following a report of concerns the DSL must:**

- 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 and the police if it is in keeping with the National Police Chiefs Council ["When to call the Police"](#) guidance. The rationale for this decision should be recorded by the DSL.
- Normally the School/Nursery/Wraparound 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. 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. The child's views should also be taken into account when appropriate.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Senior DSL or Deputy) must contact Children's Social Care via the Inter-Agency Referral Form (IARF) making 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 there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team (CRT) on 01329 225379.
- If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then immediately notify Children's Social Care of the occurrence and what action has been taken.
- When a pupil needs urgent medical attention and there is suspicion of parental abuse causing the medical need, the DSL, Senior DSL or their Deputy should accompany the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. Employees are not permitted to transport pupils in their private vehicles.
- If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
- In cases of allegations against a colleague or low level concerns, the HSCP procedure or the school Low Level Concerns (LLC) procedure will be followed.

**Flowchart for child protection procedures**

DSL – Designated Safeguarding Lead  
 MASH – Multi Agency Safeguarding Hub  
 CRT – Children’s Reception Team  
 CP – Child protection  
 LLC - Low Level Concern



*\*In the cases of known FGM, the adult who was made aware will also make contact with the police.*

*Employees to use [safeguarding@westgate.hants.sch.uk](mailto:safeguarding@westgate.hants.sch.uk) to report all incidents/ concerns around safeguarding.*

*\*Any incident of allegation made about an employee must be referred immediately to the Headteacher and remain confidential.*

## Annex 2

### Example Recording form

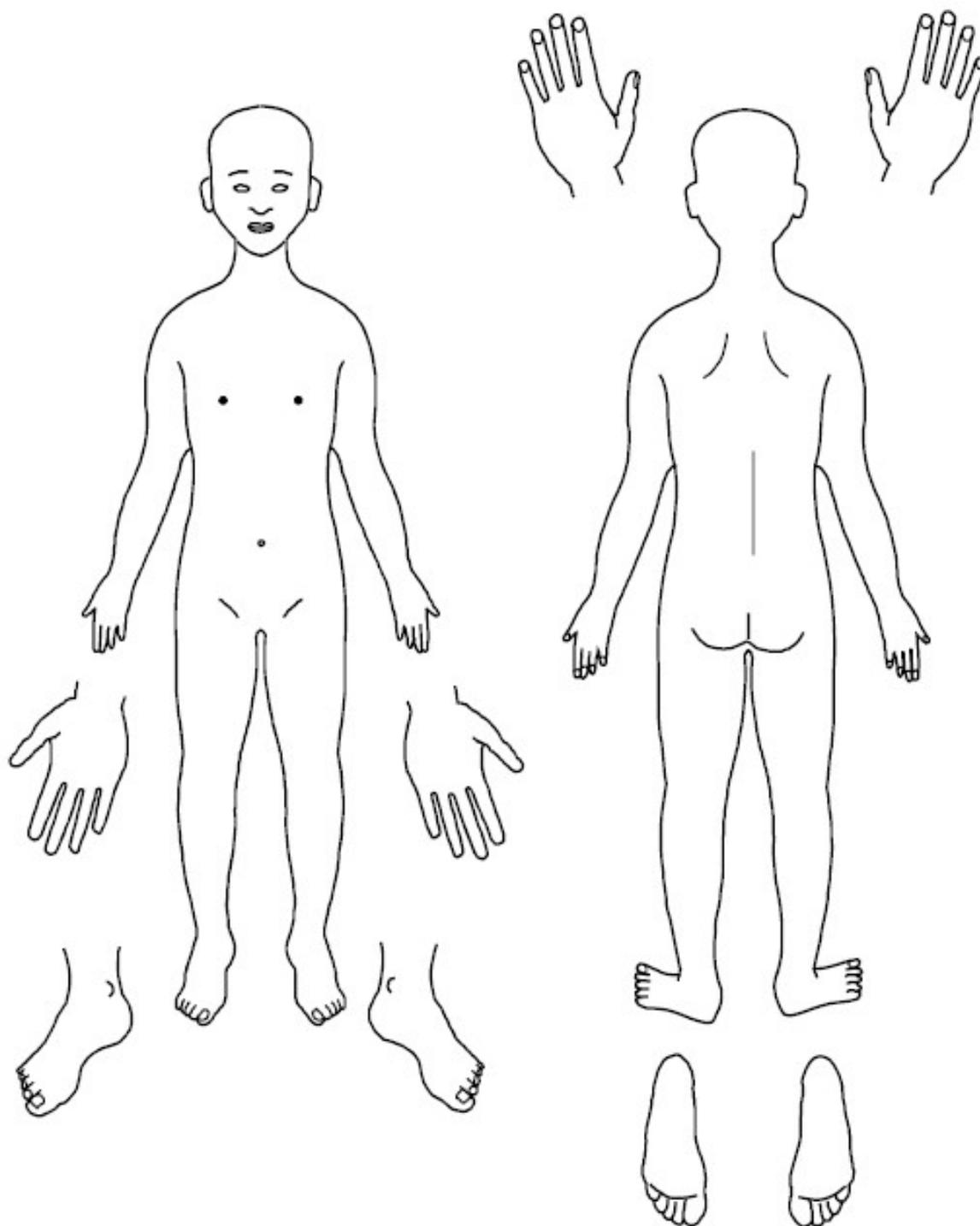


The Safeguarding referral button takes employees to a form where detail is recorded. This automatically is sent to the Safeguarding inbox which is monitored daily.

#### Questions:

1. Name of child
2. Year Group
3. Date, time and location of disclosure
4. Names of other persons present
5. Disclosure detail – Tell me. Explain to me, Describe to me.
6. Has this information been passed verbally to DSL, Senior DSL or a Deputy DSL?
7. If yes, who has it been passed to?

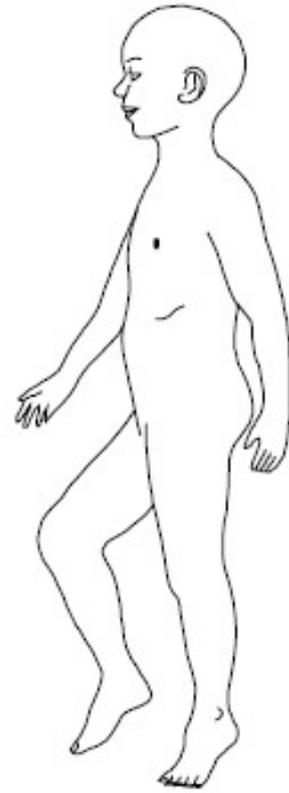
**Annex 3 - Skin map**



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## **Annex 4**

### **Dealing with disclosures**

**'TED' Tell me, Explain to me, Describe to me**

#### **All employees should:**

Any employee 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 preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preferred communication method.

All employees should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all employees 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/Nursery/Wraparound 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

#### **Reassure**

- Reassure the pupil, 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 pupil 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 pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another employee. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior employee.

#### **Report**

- Share concerns with the DSL without delay **as soon as possible. Reporting all incidents via the Safeguarding referral button on the Colleague Dashboard.**

- If you are not able to contact your DSL, Senior DSL or DDSL, and the child is at risk of immediate harm, contact the children's services department directly.

### **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the 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 bruising if applicable
- 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.
- All employees should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

### **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 that they are. The employee 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 an employee believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks area understood. If this does not result in a satisfactory outcome, or the DSL rational appears to miss the risk to the child, then the Whistleblowing procedures of the School should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the employee 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. For some employees, use of an employee based counselling service may be appropriate.

## **Annex 5**

### **Allegations against adults who work with children**

Working Together to Safeguard Children (2018) states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the Local Authority Designated Officer by the Headteacher or most senior colleague in their absence. Complaints or concerns can be managed independently by the School under internal procedures.

Complaints could include:

- Breaches of the code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include either:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.
- Lower Level Concerns LLC's, which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a school LLC procedure.

#### **Procedure for Allegations that meet the harm threshold.**

This procedure should be used in all cases in which it is alleged an employee, supply staff, volunteer, Governor 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**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

The LADO criteria for intervention in any of these situations will be assessed against the likelihood and impact of transferable risk to children.

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

- Report any concerns about the conduct of any employee, supply staff or volunteer to the Headteacher as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headteacher or Chair of Governors 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 or Chair of Governors they will contact the LADO on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- 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.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make disclosure to the school where there is a likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the School to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2020) and the HSCP procedures.

### **Supply Staff**

While supply staff are not the employee of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with a HR rep (acting as the employer) from the supply agency.

## **Lower Level Concerns (LLCs)**

The LLC policy is part of the whole school approach to safeguarding. The purpose of the policy is to encourage an open and transparent culture, which enables the school or College to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLCs will be managed independently by the school or college under internal procedures. Examples of LLCs include, but is not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The LLC policy will:

- Ensure that colleagues are clear about what constitutes appropriate behaviour, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower colleagues to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour and support the individual to correct this at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Help identify any weakness in the school or colleges safeguarding system.

In line with the LLC policy:

- All LLCs will be shared responsibly with the DSL, recorded in writing and dealt with in an appropriate and timely manner.
- All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- If LLCs are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

**If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.**

## **Annex 6**

### **Child on Child Abuse**

#### **Sexual violence and sexual harassment between children in School/Nursery/Wraparound**

*HSCP are currently working on a child-on-child protocol and once this is published the policy will be updated to take account of any relevant additions.*

#### **Context**

This policy is about how colleagues should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school or college premises, and or online. All colleagues are advised to maintain an attitude of “It could happen here”

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse, and /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst-case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and School/Nursery/Wraparound and college employees are supported and protected as appropriate.

#### **Policy**

We believe that all children have a right to attend School/Nursery/Wraparound and learn in a safe environment. Children should be free from harm by adults in the School/Nursery/Wraparound and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2022).

This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child on child abuse by:

**Prevention:**

- Taking a whole School/Nursery/Wraparound approach to safeguarding & child protection
- Providing training to employees
- Providing a clear set of values and standards, underpinned by the School/Nursery/Wraparound's behaviour policy and Pupil Support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

**Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.
- If the report includes an online element employees will be mindful of the Searching, Screening and Confiscation: advice for School (DfE 2018) guidance.
- Employees taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Employees taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

**Risk Assessment:**

Following a report the DSL will make an immediate risk and needs assessment on a case by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the School/Nursery/Wraparound.
- The victim and the alleged perpetrator sharing classes and space at School/nursery/Wraparound.

The risk assessment will be recorded on CPOMS and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the School/Nursery/Wraparound's approach to supporting and protecting pupils.

**Action: The DSL will consider:-**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.

- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

**Options: The DSL will manage the report with the following options:-**

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

**Ongoing Response:**

- **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.
- 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.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on School/Nursery/Wraparound premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the School/Nursery/Wraparound will take suitable action. In all but the most exceptional of circumstances, the rape or 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/Nursery/Wraparound would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the School/Nursery/Wraparound or college 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/Nursery/Wraparound, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on School/Nursery/Wraparound and college premises and transport. 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 (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.
- The School/Nursery/Wraparound will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in School/Nursery/Wraparounds.
- The School/Nursery/Wraparound recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

### **Unsubstantiated, unfounded, false, or malicious reports**

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

### **Physical Abuse**

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils 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. The principles from the antibullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

### **References**

KCSiE (DfE 2022)  
Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2022)

## Annex 7

### Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

*(This template is offered as a framework and should be seen as a starting point for development to fit your School's individual context. Each reported incident should be managed on a case-by-case basis)*

#### **EXAMPLE assessment**

<b>Presenting Behaviour Assessment</b>	<b>What are the risks? Who might be harmed &amp; how?</b>	<b>Action</b>	<b>Action by Who?</b>	<b>Action by when?</b>	<b>Action status or Date Completed &amp; Outcome including further actions</b>
<p><b>Red Behaviour:</b> Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals.</p> <p>Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.</p>	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key employees with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Employees AB, CD & EF ELSA	From Immediate effect	☐01/02/2019. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for • Referral to CAMHS • Increased monitoring & toilet supervisor • Keep safe work.	DSL	01/02/19	☐01/02/19 Contract of agreement has been signed by the parents to include increased. monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/19	☐01/02/19 Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/19	☐Parents are satisfied with the School's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/19	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before

		Safeguarding measures to be reviewed.	DSL & Key Employees	09/02/19	No additional concerns raised. ACTION - Review plan again in one weeks time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2019	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the School is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2019	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2019	
	Information Sharing. All information sharing has been completed in line with the School's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no currents risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key employees	05/04/2019	

Presenting Behaviour Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Red Behaviour:</b>					
Red Behaviour:					
Amber Behaviour:					

## Annex 8

### Online Safety

As a school and nursery it is essential that we safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers colleagues to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

## **Annex 9:**

### **Whistleblowing in a safeguarding context**

While the School/ Nursery/ Wraparound has a separate whistleblowing policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistle blowing policy and should be read in conjunction with the School policies.

**Whistleblowing** is a term that is used when employees want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects employees from being punished for raising concerns.

Within ***The Westgate School***, the Headteacher ***Mrs Fae Dean*** is the senior manager and responsible for all employees. If you are concerned that any employee within the School is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Headteacher aware.

If your concern is about the Headteacher then you would raise this with the Chair of Governors. Their contact details are held by Karen Wild or Janine Christian.

If you would prefer to raise your concerns outside of the School then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Hampshire County Council.

If you believe that a member of the School employees is harming a child (an allegation) and this has been reported to the Headteacher and no action has been taken, or the employee you have concerns about is the Headteacher, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk)

If you believe that a child is being abused by individuals outside of the School, then you are able to make a referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours)

## **Annex 10**

### **Briefing sheet for Temporary and Supply employees**

#### **For supply employees and those on short contracts in *The Westgate School/Nursery/Wraparound*.**

While working in *The Westgate School/Nursery/Wraparound* you have a duty of care towards the pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the School/ nursery / Wraparound Designated Safeguarding Lead (DSL), who is *Claire Fyvie-Rae or Ben Pearce who is the Senior DSL* they can be *contacted* via *c.fyvie-rae@westgate.hants.sch.uk* or *b.pearce@westgate.hants.sch.uk* or *Deputy DSL Fae Dean, Liz Williams, Pete Hurley, James Green or Jayne Bush (Nursery)*.

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

1. Rather than directly questioning the child, just listen and be supportive
2. Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
3. Make it clear that you may need to pass on information to employees in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
4. Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact Children's Social Care if appropriate.

The School/Nursery/Wraparound has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all employees, on the colleague dashboard or on the School/Nursery/Wraparound website .

If your concern involves the DSL or a member of the senior staff, contact the LADO on 01962 847364 or the NPSCC whistleblowing line on 0800 028 0285

**Remember, if you have a concern, report it.**

## **Annex 11**

### **What is child abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all employees have access to the Hampshire Safeguarding Children Partnership (HSCP) threshold chart via our colleague dashboard.

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)

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

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

The Hampshire Safeguarding Children Partnership is used to provide a more detailed summary of neglect and the local thresholds for referrals. - [Hampshire Safeguarding Children Partnership \(hampshirescp.org.uk\)](http://hampshirescp.org.uk)

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to School/Nursery/Wraparound in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns School/Nursery/Wraparound employees have should at least be discussed with the DSL.

## **Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from School/Nursery/Wraparound or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Emotional abuse**

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### **Indicators of emotional abuse Developmental issues**

- Delays in physical, mental and emotional development
- Poor School/Nursery/Wraparound performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts

- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at School/Nursery/Wraparound, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse**

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by an employee of the School/Nursery/Wraparound.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks

- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the School / nursery / wraparound, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

## **Sexual abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in School/Nursery/Wraparound, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the School/Nursery/Wraparound safeguarding policy.

### **Characteristics of child sexual abuse:**

1. it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
2. grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
3. grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

## **Indicators of sexual abuse**

### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in School/Nursery/Wraparound / performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at School/Nursery/Wraparound, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## **Annex 12 Useful contacts**

<b>Key Personnel</b>	<b>Name (s)</b>	<b>Telephone No.</b>
DSL	Claire Fyvie-Rae - School/Nursery/Wraparound Jayne Bush - Nursery	01962 854757
Senior DSL	Ben Pearce	01962 854757
Deputy DSL(s)	Fae Dean Jane Edwards Liz Williams Pete Hurley Heidi Judd James Green Janine Christian Karen Wild	01962 854757
School/Nursery/ Wraparound's named "Prevent" lead	Dan Howes	01962 854757
School's Mental Health Lead	Liz Williams	01962 854757
Nominated Safeguarding Governor	Ruth Luzmore	contact@westgate.hants.sch.uk
Chair of Governors	Penny Catchpole	contact@westgate.hants.sch.uk
Children's Reception Team		01329 225379
Out of hours social care		0300 555 1373
Police		101 or in emergencies 999/CPI form
Safeguarding advisors / Local Authority Designated Officers (LADOs)		HCC Safeguarding Unit 01962 876364 Child.protection@hants.gov.uk
School nurse		01962 763985

Children's Service Department, District Service Manager	Richard Hadley (Eastleigh and Winchester)	0300 555 1384
Early Help Manager	Eastleigh and Winchester	0370 7797094

**Annex 13**

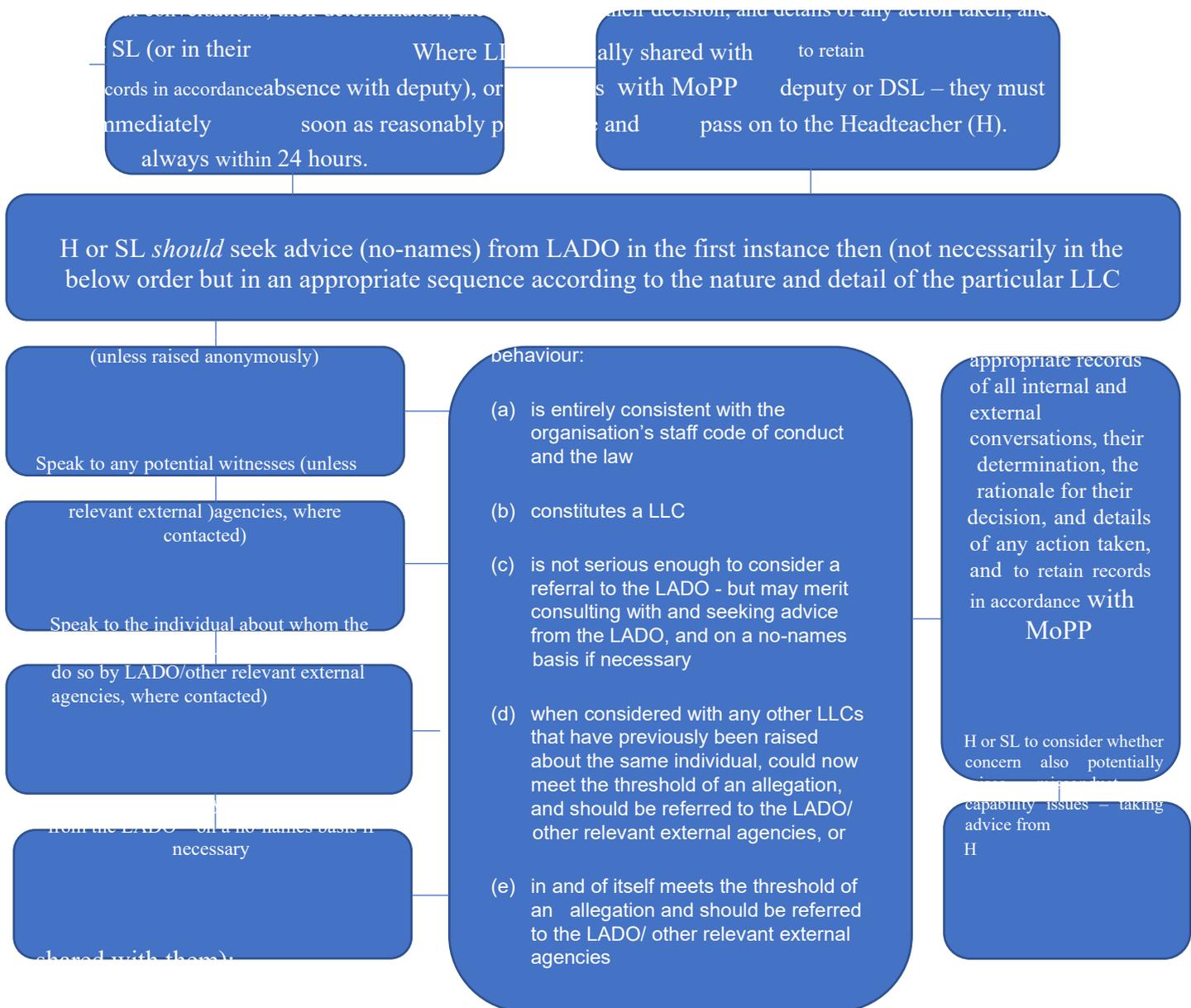
**Sharing low-level concerns (LLCs) – Policy Statement and Procedure**

(taken from LADO advice Sept. 2021 & Fareer & Co., (09/2021) ‘Developing and implementing a low-level concerns policy: a Guide for organisations which work with children’).

This appendix sets out the action required by employees, Headteacher(H) or Designated Safeguarding Lead (DSL), or Senior Leaders (SL). If an employee (or volunteer) has an allegation that may meet the harm threshold – they should follow the procedure in the organisation’s safeguarding policy/managing allegations against staff policy. If member of staff has what they believe to be a concern that does not meet the harm threshold (i.e a Low Level Concern), they should take the below action.

KCSIE 2021 now requires low-level concerns (LLC) to be shared with the Headteacher – unless they relate to the Headteacher/Principal – as per paragraph 74 of KCSIE (set out in our main guidance) in which case, they should be referred to the Chair of Governors.

**Action Required**



## Annex 14

### Framework for Responding to the Sharing of nudes/sexual images and videos

#### Initial response:

- Follow the Tell Me, Explain, Describe protocol
- Reassure the child that they have done the right thing by telling us
- Report immediately to the DSL (or a deputy DSL/SLT member in their absence)
- Ensure that the children are separated and inform parents (unless there is good reason not to do so eg potential harm)
- An immediate IARF and police referral should be completed where a child has been harmed or is at risk of harm (eg disclosure that images have come from an adult or the child has been groomed)
- If the child were to make a disclosure of this nature about an employee, it must immediately be referred to the Headteacher
- Decide *if* it is necessary to view the images/video: in most cases, they **should not** be viewed\*\*\*

\*\*\*please be careful: we need to protect the dignity of young people and our professional disposition. Ask the child to describe; avoid seeing the images/videos wherever possible and definitely in the most serious of cases.

#### Defining the incident:

- Is it **aggravated** (involving additional or abusive elements, intending to harm, resulting from unequal power relationship or reckless misuse)

Or

- Experimental** (with no intent to harm, no adult involvement, no reckless misuse, involving children in consensual relationships, sharing images without apparent sexual motivation)

Decision: \_\_\_\_\_ because.....

#### Assessing Behaviour:

Be mindful that behaviour may have occurred as a result of sexual abuse having become “normalised” among young people.

A child’s age and stage of development should always be considered. Use Hackett’s continuum of sexual behaviours but always, in context of the individual. **Please circle which best fit:**

Appropriate	Inappropriate	Problematic	Abusive	Violent
*Developmentally expected.	Single instances.	Concerning.	Victimising intent or outcome.	Physically violent abuse.
*Socially acceptable.	*Behaviour accepted by peers within peer context.	Developmentally unusual or socially unexpected.	Misuse of power.	Highly intrusive.
Consensual, mutual reciprocal	Inappropriate context.			Violence which is

Shared decision making	Generally consensual/reciprocal.	Coercive or forcing compliance.  Intrusive.  **Informed consent is lacking or not able to be freely given.  Power imbalance.  May include levels of compulsivity.	Coercion and/or force.  Intrusive.  Informed consent lacking or not able to be freely given.  May include expressive violence.	physiologically or sexually arousing for the perpetrator.  Sadism.
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\*In light of the recent research on sexual harassment, be careful that these are not as a result of a numbness or normalisation of sexual abuse/harassment.

\*\*Think about power relationships.

The Law:

Indecent images of children – including those of oneself for under-18s is illegal however, “indecent” is not defined in legislation. Images are likely to be defined as such if (please tick), they:

- Are nude or semi-nude sexual posing (including in underwear);
- A person touching themselves in a sexual way;
- Any sexual activity involving a child;
- Someone hurting somebody else sexually;
- Images that include sexual activity with animals.

Non-consensual image sharing:

This is when images and videos are shared with the intent to cause distress. Does this apply in this situation? \_\_\_\_\_ because...

Avoiding unnecessary criminalisation of children:

The law regarding indecent images of children was intended to protect children from adults, not to criminalise children and young people. It was also developed long before the mass adoption of social media.

Whilst the sharing of images between children is risky, it is often the result of natural curiosity and the exploration of relationships. It can, however, also be a result of peer pressure and children feeling they need to live-up to stereotypes of masculinity of feminist dispositions.

Even where police are involved, a criminal justice sanction is unlikely. When referred to the police they are obliged to record this on their system but this is not the same as having a criminal record. An incident is found to be non-abusive providing it has none of the following: exploitation; grooming; profit motive; malicious intent (eg uploading to a porn website) or, persistence.

Is this incident something that should be reported to the police? y/n

Incidents should always be reported if there are aggravating or abusive factors.

Does this require an IARF because you have identified potential wider safeguarding concerns? y/n

Do all children involved have access to effective parental support? y/n

**Outcome & Decision Making:**

Taking in to account all of the above, summarise your decision making – clearly stating next steps in terms of educational/restorative action including any adjustments to the Personal Development/RSHE curriculum needed.

## **Appendix 15:**

### Harmful sexual behaviour: Brook Sexual Behaviours Traffic Light Tool

The **Brook Traffic Light Tool** uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- ✦ Make decisions about safeguarding children and young people
- ✦ Assess and respond appropriately to sexual behaviour in children and young people
- ✦ Understand healthy sexual development and distinguish it from harmful behaviour
- ✦ By categorising sexual behaviours, schools can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The Westgate School recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### **Green Behaviours**

#### **What is a green behaviour?**

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

#### **What can you do?**

Green behaviours provide opportunities to give positive feedback and additional information.

#### **Green behaviours 0-5**

- ✦ Holding or playing with own genitals
- ✦ Attempting to touch or curiosity about other children's genitals
- ✦ Attempting to touch or curiosity about breasts, bottoms or genitals of adults
- ✦ Games e.g. mummies and daddies, doctors and nurses
- ✦ Enjoying nakedness
- ✦ Interest in body parts and what they do
- ✦ Curiosity about the differences between boys and girls.

#### **Green behaviours 5-9**

- ✦ Feeling and touching own genitals
- ✦ Curiosity about other children's genitals  
Curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- ✦ Sense of privacy about bodies
- ✦ Telling stories or asking questions using swear and slang words for parts of the body.

#### **Green behaviours 9-13**

- ✦ Solitary masturbation
- ✦ Use of sexual language including swear and slang words

- ✦ Having girl/boyfriends who are of the same, opposite or any gender
- ✦ Interest in popular culture, e.g. fashion, music, media, online games, chatting online
- ✦ Need for privacy
- ✦ Consensual kissing, hugging, holding hands with peers.

### Green behaviours 13-17

- ✦ Solitary masturbation
- ✦ Sexually explicit conversations with peers
- ✦ Obscenities and jokes within the current cultural norm
- ✦ Interest in erotica/pornography
- ✦ Use of internet/e-media to chat online
- ✦ Having sexual or non-sexual relationships
- ✦ Sexual activity including hugging, kissing, holding hands
- ✦ Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability ✦ Choosing not to be sexually active.

## **Amber Behaviours**

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours 0-5

- ✦ Preoccupation with adult sexual behaviour
- ✦ Pulling other children's pants down/skirts up/trousers down against their will
- ✦ Talking about sex using adult slang
- ✦ Preoccupation with touching the genitals of other people
- ✦ Following others into toilets or changing rooms to look at them or touch them ✦ Talking about sexual activities seen on TV/online.

### Amber behaviours 5-9

- ✦ Questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- ✦ Sexual bullying face to face or through texts or online messaging
- ✦ Engaging in mutual masturbation
- ✦ Persistent sexual images and ideas in talk, play and art
- ✦ Use of adult slang language to discuss sex.

### Amber behaviours 9-13

- ✦ Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing

- ✦ Verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- ✦ LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- ✦ Exhibitionism, e.g. flashing or mooning
- ✦ Giving out contact details online
- ✦ Viewing pornographic material
- ✦ Worrying about being pregnant or having STIs.

### **Amber behaviours 13-17**

- ✦ Accessing exploitative or violent pornography
- ✦ Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- ✦ Concern about body image
- ✦ Taking and sending naked or sexually provocative images of self or others
- ✦ Single occurrence of peeping, exposing, mooning or obscene gestures
- ✦ Giving out contact details online
- ✦ Joining adult-only social networking sites and giving false personal information ✦  
Arranging a face to face meeting with an online contact alone.

## **Red Behaviours**

### **What is a red behaviour?**

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

### **What can you do?**

Red behaviours indicate a need for immediate intervention and action.

### **Red behaviours 0-5**

- ✦ Persistently touching the genitals of other children
- ✦ Persistent attempts to touch the genitals of adults  
Simulation of sexual activity in play
- ✦ Sexual behaviour between young children involving penetration with objects ✦ Forcing other children to engage in sexual play.

### **Red behaviours 5-9**

- ✦ Frequent masturbation in front of others
- ✦ Sexual behaviour engaging significantly younger or less able children
- ✦ Forcing other children to take part in sexual activities
- ✦ Simulation of oral or penetrative sex
- ✦ Sourcing pornographic material online.

### **Red behaviours 9-13**

- ✦ Exposing genitals or masturbating in public
- ✦ Distributing naked or sexually provocative images of self or others
- ✦ Sexually explicit talk with younger children

- ✦ Sexual harassment
- ✦ Arranging to meet with an online acquaintance in secret
- ✦ Genital injury to self or others
- ✦ Forcing other children of same age, younger or less able to take part in sexual activities
- ✦ Sexual activity e.g. oral sex or intercourse ✦ Presence of sexually transmitted infection (STI) ✦ Evidence of pregnancy.

### **Red behaviours 13-17**

- ✦ Exposing genitals or masturbating in public
- ✦ Preoccupation with sex, which interferes with daily function
- ✦ Sexual degradation/humiliation of self or others
- ✦ Attempting/forcing others to expose genitals
- ✦ Sexually aggressive/exploitative behaviour
- ✦ Sexually explicit talk with younger children
- ✦ Sexual harassment
- ✦ Non-consensual sexual activity
- ✦ Use of/acceptance of power and control in sexual relationships
- ✦ Genital injury to self or others
- ✦ Sexual contact with others where there is a big difference in age or ability
- ✦ Sexual activity with someone in authority and in a position of trust
- ✦ Sexual activity with family members
- ✦ Involvement in sexual exploitation and/or trafficking
- ✦ Sexual contact with animals
- ✦ Receipt of gifts or money in exchange for sex.

*This is intended to be used as a guide only. Please refer to the guidance tool at <https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.*