

## Barley Lane School

*Ready, Respectful, Safe.*

# Child Protection and Safeguarding Policy 2022-23

This Child Protection and Safeguarding policy underpins and guides our school’s procedures and protocols to ensure its pupils and staff are safe.

Safeguarding Governor: Helen Crossfield

Designated Safeguarding Lead: David Jones

This policy was adopted on 2.9.22. Next review: September 2023

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“When we are no longer able to change a situation, we are challenged to change ourselves.” Viktor Frankl

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### Safeguarding Statement

Barley Lane School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We endeavour to provide a safe and welcoming environment where children are respected and valued.

We recognise that it is everyone's responsibility to safeguard/promote the welfare of children.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Child protection forms part of the school's safeguarding responsibilities.

| Key personnel                                 |  |
|---|--|
| The Designated Safeguarding Lead is:          | David Jones  |
|   | Email:<br><a href="mailto:djones@barleylane.devon.sch.uk">djones@barleylane.devon.sch.uk</a>   |
| The deputy designated safeguarding leads are: | Vicki Sessions – Deputy headteacher<br>Carl Moore – Head of Pastoral care<br>Helen Kidney – Safeguarding officer   |
|   | Email:<br><a href="mailto:vickisessions@barleylane.devon.sch.uk">vickisessions@barleylane.devon.sch.uk</a><br><a href="mailto:cmoore@barleylane.devon.sch.uk">cmoore@barleylane.devon.sch.uk</a><br><a href="mailto:hkidney@barleylane.devon.sch.uk">hkidney@barleylane.devon.sch.uk</a> |
| The Safeguarding Lead Governor is:            | Helen Crossfield   |
|   | Email:<br><a href="mailto:hcrossfield@barleylane.devon.sch.uk">hcrossfield@barleylane.devon.sch.uk</a>   |
| The Head-teacher is:                          | David Jones  |
|   | Email:<br><a href="mailto:djones@barleylane.devon.sch.uk">djones@barleylane.devon.sch.uk</a>   |
| The Co-chairs of governors are:               | Helen Crossfield and Liz Shinn   |
|   | Email:<br><a href="mailto:hcrossfield@barleylane.devon.sch.uk">hcrossfield@barleylane.devon.sch.uk</a><br><a href="mailto:lshinn@barleylane.devon.sch.uk">lshinn@barleylane.devon.sch.uk</a>   |

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### 1. Introduction

Safeguarding and promoting the welfare of children is defined as:

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

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

In this policy:

- ‘staff’ refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity
- ‘child’ includes everyone under the age of 18.
- ‘parents’ refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

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

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2022
- Information Sharing 2018
- What to do if you're worried a child is being abused 2015

### 2. Policy Principles

The welfare of the child is paramount.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- **All adults**, including staff, volunteers and governors, **must** play a full and active part in safeguarding/promoting the welfare of children and protecting our pupils from harm.
- Every adult has an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, share information and take prompt action.

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- All staff will act at all times in the best interest of the child and in a way that ensures that our school provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development and the robust and good mental health of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

### 3. Policy Aims

To ensure that we:

- raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- consider the context within which safeguarding incidents and/or behaviours occur and assess wider environmental factors present in a child’s life that are a threat to their safety and/or welfare, i.e. contextual safeguarding;
- demonstrate the school’s commitment with regard to safeguarding and child protection to pupils, parents and other partners;
- support the child’s development in ways that will foster security, confidence and independence;
- provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- provide a systematic means of monitoring children known or thought to be at risk of harm and contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff;
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- develop and promote effective working relationships with other agencies, especially the Police and MASH;
- appoint all staff working who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, and a single central record is kept for audit.

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### 4. Supporting Children

- 4.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. Also that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.2 We recognise that a child who is abused or neglected or witnesses violence or abuse may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Research shows that the behaviour of a child in these circumstances may range from what is perceived to be normal to aggressive or withdrawn as well as exhibiting mental health problems.
- 4.3 We will all support all children by:
- recognising that it is everyone's responsibility to safeguard/promote the welfare of children and that everyone has a role to play in identifying concerns, sharing information and taking prompt action;**
  - that any child in any family in any school could become a victim of abuse. Staff will always maintain the attitude that “It could happen here”;**
  - recognising that to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies, including MASH referrals, where there are concerns;
  - working to establish and maintain an ethos which promotes a caring, safe and positive environment where children feel secure, are encouraged to talk and are always listened to;
  - encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
  - responding sympathetically to any requests by a child for time out to deal with distress and anxiety;
  - always undertaking to share our intention to refer a child to MASH with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line;
  - recognising that a child may be abused or neglected by somebody in the family or known to them in an institutional/community setting or, more rarely, by others, e.g. via the internet.

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- i. recognising that abuse by an adult(s) or another child(ren) take place wholly online, or technology may be used to facilitate off line abuse. They may be abused;
- j. recognising that abuse and neglect may also take place outside of the home and this may include but not be limited to, sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- k. accessing and utilising resources, guidance and toolkits to support the identification of children requiring mental health support including offering details of helplines, counselling or other avenues of external support;
- l. undertaking regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they feel safe;
- m. ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- n. Including safeguarding across the curriculum, including PSHE, with opportunities which equip children with the skills they need to stay safe from harm. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training;
- o. ensuring all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks; and
- p. providing continued support to a child leaving the school, where there have been concerns, by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the medical records are forwarded as a matter of priority.

## 5. Roles and Responsibilities

5.1 The **Governing Board** will ensure that:

- a. that a Designated Safeguarding Lead (DSL) is appointed to take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder’s job description;
- b. there is a Child Protection and Safeguarding policy together with a staff Code of Conduct and that these are reviewed annually;
- c. the Child Protection and Safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website.

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- d. all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures;
- e. **all** staff, including volunteers, are provided with the school’s Child Protection and Safeguarding policy and staff Code of Conduct;
- f. the school operates a safer recruitment procedure that includes statutory checks on candidates to work with children and that there is at least one person on each recruitment panel who has completed safer recruitment training;
- g. the school has procedures for dealing with allegations of abuse against all staff (including the Headteacher) and volunteers and against other children;
- h. a referral is made to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned;
- i. a member of the Governing Board, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher;
- j. at least one governor has completed safer recruitment training, to be repeated every five years;
- k. at least one member of the Governing Board monitors the implementation of safeguarding policies and practices in the school;
- l. **all** staff, governors and volunteers have had appropriate safeguarding training, that it is updated regularly;
- m. sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to the DSL to carry out the role’s effectively;

### 5.2 **Individual Governors** will:

- a. undertake an enhanced DBS check;
- b. sign to say they have read, understood and will abide by the information contained in Part 2 and Annex A of Keeping Children Safe in Education 2022;
- c. understand and fulfil their responsibilities in relation to the safeguarding of pupils;

### 5.3 The **Headteacher** will ensure that;

- a. the names of the Designated Safeguarding Lead and deputy(ies) and Safeguarding Lead Governor, are clearly advertised in the school with a statement explaining the school’s role in referring and monitoring cases of suspected abuse;

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- b. Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct and are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually
- c. the Child Protection and Safeguarding policy is publicly available on the school website;
- d. the Child Protection and Safeguarding Policy and procedures and the staff Code of Conduct are available to, implemented and followed by all staff;
- e. **all** staff read Keeping Children Safe in Education (2022) Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- f. sufficient time, training, support, resources, including cover arrangements where necessary, are allocated to the DSL and DDSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- g. where there is a safeguarding concern that the child's wishes and feelings are considered when determining what action to take and what services to provide;
- h. that systems are in place to monitor and record attendance daily for **all** children which the DSL/DDSLs will review at least weekly taking into account any reported concerns;
- i. the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans; assessments and plans are recorded on the R4C system;
- j. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- k. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online as part of a broad and balanced curriculum covering relevant issues through PSHE;
- l. they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- m. that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- n. there are procedures in place for dealing with allegations of abuse against all staff (including the Headteacher) and volunteers and against other children;

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- o. appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- p. ensure that staff have the necessary skills and understanding to keep looked after/ previously looked after children safe;
- q. all staff receive:
  - A. safeguarding and child protection information, including online safety, at induction;
  - B. safeguarding and child protection training, including online safety, in line with advice from Devon Children and Families Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
  - C. with governors, annual Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- r. any weaknesses in Child Protection are remedied immediately;
- s. they seek to ensure the suitability of adults working with children on site at any time, for example, by having evidence of DBS checks having been undertaken;
- t. information is disclosed about a child to other members of staff on a need to know basis, recognising that all matters relating to child protection are personal to children and families;
- u. all school staff and volunteers have access to the DSL (or deputy), and are informed of any changes to safeguarding arrangements.

### 5.4 The **Designated Safeguarding Lead**;

David Jones, Headteacher, has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Board and will take lead responsibility for safeguarding and child protection.

The DSL will:

- a. hold ultimate responsibility for safeguarding and child protection in the school and is a member of the SLT;
- b. act as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- c. encourage a culture of listening to children and taking account of their wishes and feelings;

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- d. undertake appropriate training with updates every two years and refresh their knowledge and skills at regular intervals, at least annually;
- e. refer a child to MASH if there are concerns about possible abuse and act as a focal point for staff to discuss concerns. Enquiries will be followed up in writing, if referred by telephone;
- f. disclose information about a child to other members of staff on a need to know basis, recognising that all matters relating to child protection are personal to children and families.
- g. keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- h. ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday and that an indication of the existence of the additional file is marked on the pupil records;
- i. ensure that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file) as soon as possible, ensuring secure transit, and that confirmation of receipt is obtained;
- j. consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers of information should be made securely;
- k. liaise with the Local Authority and other agencies and professionals in line with Working Together to Safeguard Children;
- l. have a working knowledge of DCFP procedures;
- m. ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- n. ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
- o. ensure that all staff sign to say they have read, understood and agree to work within the Child Protection Policy, Behaviour Policy, staff Code of Conduct and Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately;
- p. organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all staff, keep a record of attendance and address any absences;

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- q. contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council;
- r. understand locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- s. ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse;
- t. be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without ‘reasonable cause’;
- u. community users organising activities for children are aware of the school’s Child Protection and Safeguarding policy, guidelines and procedures;
- v. ensure that all school staff and volunteers have access to the DSL (or deputy) and know who to contact and are informed of any changes to safeguarding arrangements.

### 5.5 The **Deputy Designated Safeguarding Lead(s)**:

The Deputy Designated Safeguarding Leads are Carl Moore, Vicki Sessions and Helen Kidney.

The DDSLs will:

- a. undertake appropriate Level 3 identified training offered by DCFP or other provider every two years;
- b. be trained to the same standard as the DSL and work alongside and support the DSL;
- c. in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the headteacher will identify a deputy to assume all of the functions above.

### 5.6 **All School Staff** will:

- a. report any concern immediately and without delay to the DSL/DDSLs or if necessary where the child is at immediate risk to the police or MASH;
- b. be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children’s social care;

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- c. attend daily briefings and share information, as appropriate, and ensure they access information from the DSL/DDSLs, and take account of any changes to safeguarding arrangements;
- d. be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm;
- e. recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label and be aware that in most cases multiple issues will overlap one another;
- f. know how to respond to a pupil who discloses abuse through delivery of ‘Working together to Safeguard Children’ and what to do if they are worried a child is being abused;
- g. be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing;
- h. be aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases;
- i. recognise that child protection issues are confidential, not only out of respect for the pupil and staff involved but also to ensure that information which could be evidence is not compromised by being released;
- j. only discuss concerns with the DSL, DDSLs, Headteacher or Chair of Governors (if the concern relates to the Headteacher) so that person can decide who else needs to have the information;
- k. be aware that following cases where schools’ senior leaders have failed to act upon concerns raised by staff, Keeping Children Safe in Education (2022) emphasises that any member of staff can contact children’s social care if they are concerned about a child;
- l. report any concerns about an adult working with children in the school to the Headteacher. If the Headteacher is away from school, this should be done verbally and followed up with an email immediately. Concerns about the Headteacher should be directed to the Chair of Governors.

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### 6. Confidentiality, sharing information and GDPR

All staff recognise that child protection issues are confidential, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

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

Information sharing is guided by the following principles:

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

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

### 7. Mental Health

Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst we recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

During safeguarding awareness training and updates, the effect of traumatic Adverse Childhood Experiences (ACE) and experiences of abuse and neglect on a child’s mental health, behaviour and education through to adolescence and adulthood will be covered.

If staff have a mental health concern about a child that is also a safeguarding concern they will share this with the DSL/DDSLs.

### 8. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child, who is under the age of 16 or 18 if disabled, for a period of 28 days or more, with the agreement of the child’s parents.

Children looked after by the local authority or who are placed in residential schools, children’s homes or hospitals are not considered to be privately fostered.

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

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

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

### 9. Looked after children and previously looked after children

The most common reason for children becoming ‘looked after’ is as a result of abuse and neglect.

Staff who need have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL/DDSLs has details of the child’s social worker and the name and contact details of the Devon County Council’s virtual school head for children in care.

The designated teacher will follow the statutory guidance ‘Promoting the education of Looked After Children’.

### 10. Children Missing Education

Attendance, absence and exclusions are closely monitored.

We will hold more than one emergency contact number for pupils and students where reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

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

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

We have online monitoring systems, a school counsellor and ELSA trained staff and multi-agency support including RFC, MASH, LADO, Social care and the police.

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### **11. Allegations against staff including low level concerns**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

In line with KCSiE part 4 guidelines, all employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Headteacher (or equivalent senior member of staff). The Headteacher will make an assessment to determine if the matter is a ‘low level concern’ or an ‘allegation’ (this means that the concern may meet the harm threshold).

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 should contact the LADO.

Where concerns are considered to be ‘low level’ by the Headteacher, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.

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

If the concern relates to the Headteacher, the person receiving the information will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first. The decision to suspend the Headteacher will be made by the Chair of Governors with advice from the LADO.

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

### **12. Whistleblowing**

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

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



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The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 from 8:00 am to 8:00 pm, Monday to Friday and/or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### 13. Physical Intervention

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

Such events should be recorded and signed by a witness.

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

Physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

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

### 14. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

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### Appendix 1

#### Abuse - categories of abuse and how to recognise

There are four categories of abuse - physical, emotional, sexual and neglect.

**Any child in any family in any school could become a victim of abuse. Staff will always maintain an attitude of “It could happen here”.**

There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- missing from education
- missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drug/alcohol abuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health issues
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- child on child abuse
- up-skirting
- serious violence

Safeguarding issues can manifest themselves via child on child abuse.

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

#### Signs of Abuse

The following non-specific signs may indicate something is wrong/signs of abuse in children:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour

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- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiety
- Age inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

### Risk Indicators

These factors detailed below are frequently found in cases of child abuse but their presence is not proof that abuse has occurred. However, these factors:

- must be regarded as indicators of the possibility of significant harm
- justify the need for careful assessment and discussion with DSL/DDSLs;
- may require consultation with and/or referral to Children’s Services.

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

In an abusive relationship the child may:

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

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child’s episodic illnesses;
- have unrealistic expectations of the child;
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- be absent;
- be misusing substances;
- persistently refuse to allow access on home visits;
- be involved in domestic abuse.

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

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- a lack of interest or concern about an accident or injury;
- parents absent without good reason when their child is presented for treatment;

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- repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury);
- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries;
- a large number of scars or scars of different sizes or ages, or on different parts of the body;
- human bite marks are oval or crescent shaped and those over 3 cm in diameter are more likely to have been caused by an adult or older child.

### Bruising

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

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

### Burns and Scalds

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

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

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

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type;
- there are associated old fractures;

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- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- there is an unexplained fracture in the first year of life.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- developmental delay;
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scapegoated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn/loner – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

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### **Recognising Neglect**

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

Indicators include:

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

### **If a pupil discloses to a member of staff**

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

During their conversation with the pupil staff will;

- listen to what the child has to say and allow them to speak freely;
- remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener;
- reassure the child that it is not their fault and that they have done the right thing in telling someone;
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk;
- take what the child is disclosing seriously;
- ask open questions and avoid asking leading questions;
- avoid jumping to conclusions, speculation or make accusations;
- not automatically offer any physical touch as comfort as it may be anything but comforting to a child who is being abused;
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong; and
- tell the child what will happen next.

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

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The member of staff should write up their conversation as soon as possible on CPOMs in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. The record should be copied in to the DSL and DDSLs.

### Notifying Parents

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

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

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

### Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL/ DDSL who will help decide whether a referral to children’s MASH or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool.
- If a referral is needed, the DSL/DDSLS should make this rapidly.
- Anyone can make a referral and if a staff member thinks a referral is appropriate, they should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child’s situation does not appear to be improving, the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children’s MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### Supporting our Staff

- We recognise that staff who have worked with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL/DDSLS and to seek further support as appropriate.

### Children who are particularly vulnerable

Staff recognise that many of our children and young people are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for them.



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In some cases, possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

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

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

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

## Appendix 2

### Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Staff should be vigilant to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise; causing physical harm;



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- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals;
- upskirting.

### Developmental Sexual Activity

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

### Inappropriate Sexual Behaviour

In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person.

It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention.

For some children, educative inputs may be enough to address the behaviour.

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

In order to determine the nature of the incident the following factors should be given consideration, the presence of exploitation in terms of:

- equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- consent – agreement including all the following:
  - understanding that is proposed based on age, maturity, development level, functioning and experience;
  - knowledge of society’s standards for what is being proposed;
  - awareness of potential consequences and alternatives;
  - assumption that agreements or disagreements will be respected equally;
  - voluntary decision;
  - mental competence.
- coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses t of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at [https://www.proceduresonline.com/swcpp/devon/p\\_underage\\_sexual\\_act.html](https://www.proceduresonline.com/swcpp/devon/p_underage_sexual_act.html) or go to South West Child Protection Procedures ([www.proceduresonline.com](http://www.proceduresonline.com)) choose Child Protection Procedures, scroll down to Safeguarding Practice Guidance.

### Appendix 3

#### Anti-Bullying/Cyberbullying

The school policy on anti-bullying is set out in a separate document.

### Appendix 4

#### Online Safety

There is an expectation that all staff are aware that:

- technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse, as well as face to face;
- children can abuse their peers and other children online through:
  - Abusive, harassing, and misogynistic/misandry messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups;
  - Sharing of abusive images and pornography, to those who don't want to receive such content.

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat, TikTok. There are many other platforms and the digital world evolves continually.

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

We have online safety guidance which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 12).

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

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Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Head teacher David Jones.

## Appendix 5

### Exploitation (including Child Sex Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources.

The abuse could be linked to an exchange for something the victim perceives that they need/want and/or will be to the financial benefit/other advantage, such as increased status, of the perpetrator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual. A child may not recognise the coercive nature of the abuse and not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL.

We are aware there is a clear link between regular school absence/truancy, CSE and CCE. Staff should consider a child to be at potential risk of CSE/CCE in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment when there is a concern that a child is being/is at risk of CSE/CCE or where indicators have been observed that are consistent with that risk. The Safer Me Assessment will indicate to the DSL whether a Safer Me Early Help approach or referral to the Exploitation Hub is required. **If the DSL is in any doubt they will contact MASH consultation.**

In all cases if the assessment identifies any level of concern, the DSL should contact their local MACE (Missing & Child Exploitation) and email the completed Safer Me assessment

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along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

Our school includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

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

Signs include:

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

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

## Appendix 6

### Child on Child abuse

We recognise that children are capable of abusing their peers and other children of varying ages. It will not be passed off as ‘banter’ or ‘part of growing up’.

The DSL, Governing Body/Board and Head Teacher will take due regard to Part 5, KCSIE 2022.

In most instances, the conduct of pupils towards each other will be covered by our behaviour and anti-bullying policies. However, some allegations may be of such a serious nature that they raise safeguarding concerns.

The term child on child abuse can refer to all of these forms of abuse and a child may experience one or more forms of abuse at any one time:

- Domestic abuse – an incident/pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;
- Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others;
- Any offence of serious violence or weapon enabled crime, where the victim is aged 1-19, i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm;
- Up-skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

We aim to reduce the likelihood of child on child abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;

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- a culture and climate where any pupils feel able and free to raise their concerns with staff, knowing that they will be listened to, valued and believed;
- robust and regularly updated and disseminated risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. Therefore, we will also guide pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of child on child abuse in any form should be referred to the DSL. Where a concern regarding child on child has been disclosed to the DSL/DDSLs, advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed, the police will be contacted.

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

Staff will recognise:

- indicators of child on child abuse;
- that child on child abuse may be taking place, even if not reported;
- their role in preventing child on child abuse and their response;
- the importance of challenging inappropriate behaviours between children and peers to avoid an unsafe environment and a culture that normalises abuse;
- that abuse can take place inside and outside of school or online.

## Appendix 7

### Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. This online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos.

Such imagery involving anyone under the age of 18 is illegal, ie where;

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



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

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

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved, (if appropriate) Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

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

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

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

In applying judgement the DSL will consider if;

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

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

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

## Appendix 8 (NOT RELEVANT TO SCHOOL CURRENTLY AS ONLY MALE PUPILS)

### Female Genital Mutilation (FGM)

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

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

Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl



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- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Signs that may indicate a child has undergone FGM:

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

See Appendix 11 about the ‘One Chance’ rule.

## Appendix 9

### Honour-based Abuse

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

Honour based abuse might be committed against people who;

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

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

See Appendix 11 about the ‘One Chance’ rule.

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### Appendix 10

#### Forced Marriage

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

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

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. School staff should never attempt to intervene directly as a school or through a third party.

Contact should be made with MASH.

See Appendix 11 about the ‘One Chance’ rule.

### Appendix 11

#### One Chance Rule

All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV.

They recognise they may only have ‘one chance’ to speak to a pupil who is a potential victim and have just one chance to save a life. If the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost.

Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

### Appendix 12

#### Domestic Abuse (including Operation Encompass)

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

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Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases children may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

Contact: <https://new.devon.gov.uk/dsva/>

**If you are concerned about a child or young person** in Devon please contact MASH on 0345 155 1071 or email [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk).

**If you are concerned about an adult (aged 16+)** in Devon please complete the Risk Identification Checklist (Safelives DASH RIC) to identify the level of risk and which support service to refer them too, and follow the advice on the MARAC page for all levels of risk.

**If you are concerned about a vulnerable adult** please contact Care Direct on 0845 155 1007 (8am – 8pm Monday to Friday and 9am – 1pm on Saturdays) In an emergency, please contact the Emergency Duty Service 0845 6000 388 or email [csc.caredirect@devon.gov.uk](mailto:csc.caredirect@devon.gov.uk).

**Splitz Support Service** is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email [admin@splitzdevon.org](mailto:admin@splitzdevon.org)

**SAFE (Stop Abuse For Everyone)** is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email [hello@safe-services.org.uk](mailto:hello@safe-services.org.uk) (Monday to Friday, 9am – 5pm)

**National Domestic Abuse Helpline** available 24 hours a day 0808 2000 247

**Refuge website offers guidance and support for potential victims:** <https://www.refuge.org.uk/>

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

Exeter EX41TA    01392430774    [admin@barleylane.devon.sch.uk](mailto:admin@barleylane.devon.sch.uk)    [www.barleylaneschool.org.uk](http://www.barleylaneschool.org.uk)

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# Appendix 13

## Radicalisation and Extremism

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

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

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

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

Extremism is defined by the Crown Prosecution Service as:

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

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

School staff receive training to help identify early signs of radicalisation and extremism.

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

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The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL/DDSLs. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought dial 101.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

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

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

Indicators of vulnerability include:

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

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
- Exeter EX41TA    01392430774    [admin@barleylane.devon.sch.uk](mailto:admin@barleylane.devon.sch.uk)    [www.barleylaneschool.org.uk](http://www.barleylaneschool.org.uk)

“When we are no longer able to change a situation, we are challenged to change ourselves.” Viktor Frankl

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- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

Summary of The Prevent Duty for Schools and Childcare Providers (June 2015)

The Prevent Duty, for Further Education Institutions

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

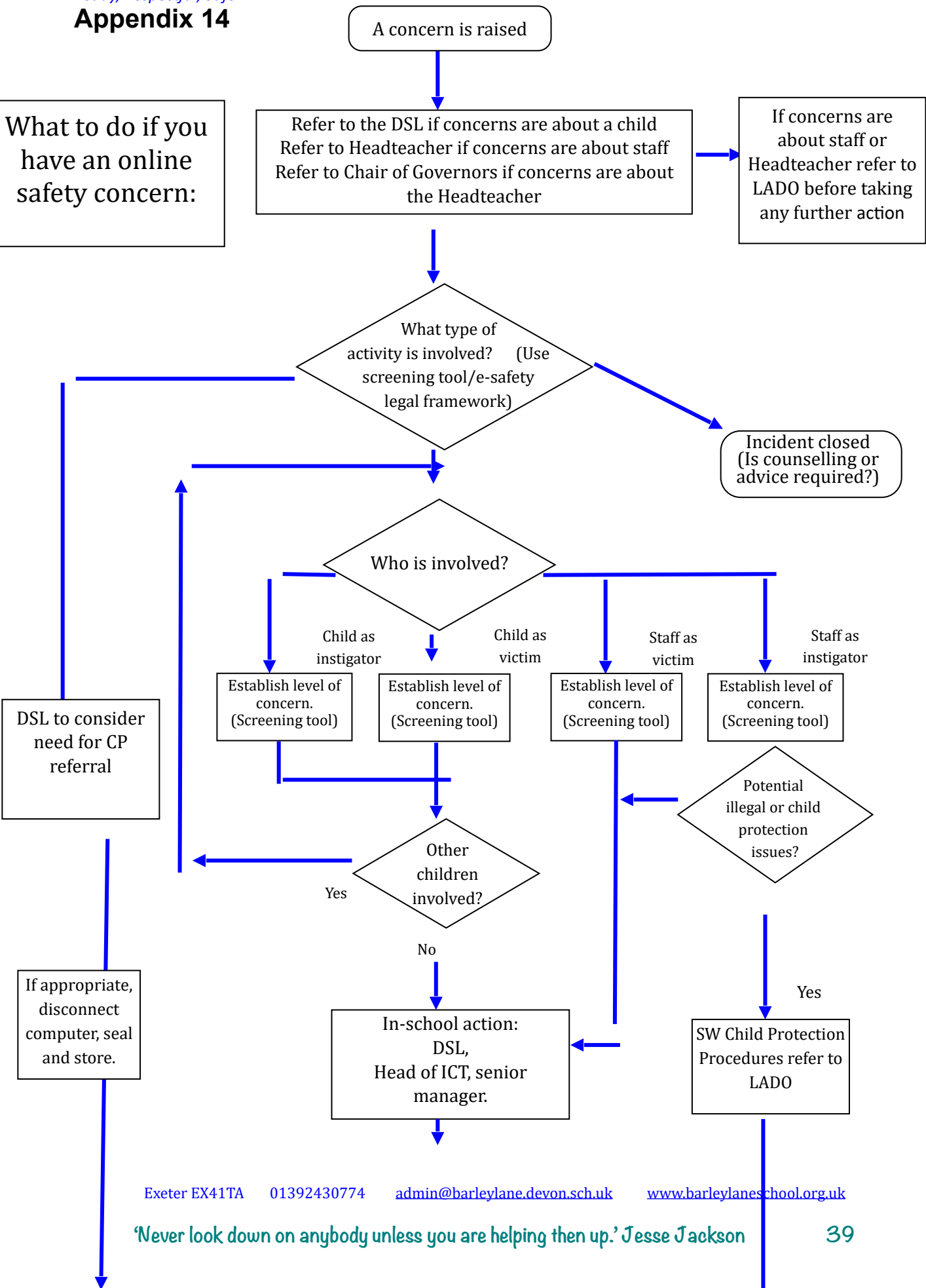
Further information can be obtained from the Home Office website.

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## Appendix 14

What to do if you have an online safety concern:

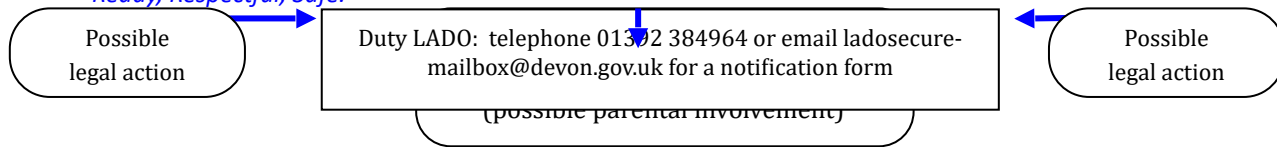




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## Appendix 15

Further advice on child protection is available from:

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

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

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

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

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

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

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

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

Schools transgender toolkit

Intercom trust transgender guidance

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### Appendix 16



#### **For Early Help, Consultation and Enquiries please contact:**

Telephone: **0345 155 1071**

Email: [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk)

Fax: 01392 448951

Enquiry Form available at:

<https://new.devon.gov.uk/making-a-mash-enquiry>

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

**Emergency Duty Team** out of hours **0845 6000 388**

**Police** non-emergency 101

**For all LADO enquiries** Exeter (01392) 384964

<https://new.devon.gov.uk>

#### **Early Help Team**

Senior Manager: TBC

Manager Exeter and South: TBC

Manager Mid & East: Ian Flett 07815 562 370

Manager South & West: Karen Hayes 07854 253424

Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox

North: [earlyhelpnorthsecuremailbox@devon.gov.uk](mailto:earlyhelpnorthsecuremailbox@devon.gov.uk)

Mid & East: [earlyhelpmideastsecuremailbox@devon.gov.uk](mailto:earlyhelpmideastsecuremailbox@devon.gov.uk)

South & West: [earlyhelpsouthsecuremailbox@devon.gov.uk](mailto:earlyhelpsouthsecuremailbox@devon.gov.uk)

Exeter: [earlyhelpexetersecuremailbox@devon.gov.uk](mailto:earlyhelpexetersecuremailbox@devon.gov.uk)

For emergencies outside of office hours please call:

0345 600 0388 or 0845 600 0388