



**ST. MARK'S CE SCHOOL**  
ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

## **Safeguarding Policy**

### Policy Statement and Guidelines

Policy Date: September 2022

Review Date: September 2023

<b>Contents</b>	<b>Page</b>	<b>Acronym</b>	<b>Definition</b>
Key contacts	3	SCFSC	Southampton Children and Families Social Care
Introduction	4	LADO	Local Authority Designated Officer
Roles and Responsibilities	5	DFE	Department for Education

Process for dealing with disclosures	12	CPOMS	Child Protection Online Management System
Being Healthy and Staying Safe	16	CRS	Children's Resource Services
Achieving Economic Wellbeing	16	SCADS	Southampton Children's Advisory and Duty Service
Administering First Aid	17	BRAG	Priority rating of a reported incident Blue = No safeguarding concern, Red = Immediate action is required, Amber = Concerns but do not need immediate action Green = Concerns that do not meet 'significant harm' threshold
Pupils With Medical Conditions/Providing Intimate /Personal Care	17	VHIMS	Victorian Health Incident Management System
Use of Restraint	19	PEEP	Personal Emergency Evacuation Plan
Mate Crime & Child on child abuse	21	DCSF	Department for Children Schools and Families
Sexual Harrassment & Sexual Violence	24	DBS	Disclosure and Barring Service
Working with Parents and Carers	25	FGM	Female Genital Mutilation
Collection Of Children	26	HBV	Honour Based Violence
The Use Of Taxis/Transporting Pupils	27	IDVA	Independent Domestic Violence Advisor
Safe Learning Environment	29	NICCO	National Information Centre on Children of Offenders
Use Of School Premises	34	HIPS	Hampshire Isle of Wight Portsmouth and Southampton Safeguarding Partnership
Taking And Storing Of Images	35	CRS	Children's Resource Service
Allegations Against Staff/ Whistleblowing	36	EHT	Executive Headteacher
Health & Safety /Risk Assessments	37	HT	Headteacher
Off Site Visits	38		
Children Missing School/ Home Educated	38		
Children At Risk Of CSE	39		
Trafficked Children	39		
CCE County Lines & Cuckooing	39		
Harmful Practices : Witchcraft, FGM	40		
Breast Flattening, Forced Marriage and HBV	41		
Prejudiced Based & Faith Abuse	42		
Hate Crime	43		
PREVENT	43		
Children Who Run Away From Home / Care	45		
Domestic Abuse	45		
Parental / Child Mental Health	46		
Parental Substance Abuse	47		
Private Fostering	47		
Young Carers	48		
Fabrication Of Illness	48		
Gangs & Youth Violence	48		
Internet Safety & Social Media	49		
Cyber Bullying	50		
Online Grooming	51		
Online Reputation	52		
Children & The Court System	52		
Children With Family Members In Prison	52		
Homelessness	52		
Contextual Safeguarding	53		
Up skirting	53		

Violent Crime	53		
Flowchart of procedures & Completion Of Body Maps	54		

**Key Contacts:**

**St Mark's Church of England School Contacts:**

Designated Safeguarding & PREVENT Leader: Mrs Stephanie Bryant

Deputy designated Safeguarding Leaders: Mrs Vickie Sutton – Mrs Samantha McDonald

Nominated Governor for child protection: Mrs Jenny- Marie Court

**Southampton Safeguarding contacts and numbers:**

Southampton Local Authority Designated Officer (LADO):

Jemma Newell

Tel: 023 8091 5535

Mobile: 07789 616092

Email: lado@southampton.gov.uk

CRS (Children's Resource Service SCADS)

**023 80 832300**

**023 80833336**

Out of hours team: **023 8023 3344**

Early Help Hub: **02380 833311**

Prevent for Hampshire and Southampton:  
Stronger Communities Team – 02380 833951

Child Missing Education leader:

Eliza Theobald - Morgan

Civic Centre Tel: 023 80833666

Lead Pupil Officer:

Tina Selby Tel: 023 80833889

**Safeguarding Policy**

**The ethos and aim at St Mark's Church of England School is to be a place where children become confident, resilient lifelong learners achieving at or above National Expectations within a challenging, aspirational and nurturing environment. For children to learn about our core Christian Values of Love, Equality, Inclusion and Respect. Children can expect to be nurtured by the school, the church and the wider community to exceed their potential. The school will ensure that pupils feel valued and are able to participate and contribute to the development of policies that support cooperation, inclusion and integration. Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.**

## **Introduction**

St Marks' Church of England School is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances. In line with the Education Act 2002, Keeping Children Safe in Education 2022 and Working Together to Safeguard Children 2018 the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Creating an 'it can happen here' culture where staff are aware that safeguarding is **everybody's responsibility**
- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding all pupils' welfare, irrelevant of their social economic, cultural or religious backgrounds.
- providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices are followed and training is regularly updated
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- monitoring and supporting pupils who are subject to child protection plans, child in need plans or Team around the family plan, and contributing to the implementation of these
- raising awareness amongst all staff of child protection issues and ensuring staff are equipped to deal with concerns through providing relevant, regular training on Child Protection, Preventions and Safer working practices.
  
- teaching pupils to keep themselves safe and ensuring they know whom to approach for help promoting partnership working with parents and professionals.

## **Roles and Responsibilities**

### **St Mark's Church of England School**

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty, deprivation or social exclusion by providing services and support to overcome barriers to achievement.

Safeguarding covers a broad agenda and aims to achieve the following:

- to protect children from maltreatment
- to prevent impairment of children's health or development
- to ensure children that are growing up in circumstances consistent with the provision of safe and effective care
- that we undertake our responsibilities as a school to enable children to have optimum life chances so they can enter adulthood successfully.
- to prevent impairment of a child's mental health and physical development

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupils' welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential:

### **Governing Body**

The governing body will ensure that:

- the school's safeguarding policies and procedures are consistent with Southampton Safeguarding Partnership procedures and that these are regularly monitored, reviewed and updated where necessary
- related school policies around pupil welfare, such as: behaviour, attendance, and staff safer working practices are in place to support the wider safeguarding of pupils and reviewed yearly
- the school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's Child Protection and Child in Need plans are implemented and monitored
- there is a nominated 'safeguarding governor' who links directly to the LADO in the event of an allegation against the Executive Head teacher
- there is more than one Designated Safeguarding Lead who receives appropriate training, can report directly to the governing body on the implementation of child protection policies and liaise with Southampton Local Authority on safeguarding matters

- there is a designated Prevent Lead who has received appropriate training and can report directly to the governing body on the implementation of the Prevent training and advice
- they facilitate a whole school approach to safeguarding – this means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that they operate with the best interests of the child at their heart
- Where there is a safeguarding concern , the child’s wishes and feelings are taken into account when determining what action to take and what services to provide
- Children feel confident to report concerns knowing that they will be taken seriously, know that they can safely express their views and give feedback.
- staff receive induction on joining the school and know where to locate relevant safeguarding and child protection policies.
- parents and pupils are made aware of the school’s safeguarding policies and procedures and that they are well promoted , easily understood and accessible.
- governors ensure that children are given opportunities within the curriculum to learn how to keep themselves safe, including online safety (see E Safety Policy)
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis
- at least one member of the governing body has undertaken safer recruitment training, in line with Keeping Children Safe in Education (2022)
- all staff receive safeguarding and child protection training throughout the year and changes to legislation and new guidance are shared with staff as and when they arise
- there are procedures in place to deal with pupils who go missing from education and allegations made against pupils
- children’s wishes and feelings are taken into account when deciding what action to take or what services to provide to protect them and that there is a robust system in place for gaining feedback from pupils
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place

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## **Executive Headteacher**

The Executive Headteacher will ensure that:

- staff are inducted and fully aware of the school safeguarding and child protection policies and that these policies are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns
- the Designated Safeguarding Lead is given sufficient time and resources to carry out their responsibilities
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school as needed
- safe recruitment practice is followed whenever recruiting to posts and appropriate action is taken should an allegation be made against a member of staff
- staff involved in recruitment have undertaken Safer Recruitment training
- the school offers a safe environment for staff and pupils to learn and to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff safeguarding issues are brought to the attention of the governing body.
- all school policies are regularly monitored by the Designated Lead and annually reviewed by the Executive Headteacher and governing body
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Executive Headteacher has an overview all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DfE guidance
- serious accidents and incidents are reported to the board of governors
- the Designated Lead ensures a high standard of recording of child protection concerns
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.
- all supply teachers are given a shortened copy of this policy to inform them of the procedures in school.

## **Role of the Designated Safeguarding Lead, deputies and Prevent Lead**

The Designated Safeguarding Lead and deputies will ensure that:

- they liaise with and manage all referrals to relevant agencies such as HIPS, and the LADO
- the Executive Headteacher and the governing body are kept informed of on-going safeguarding and child protection inquiries
- they provide advice and guidance for staff on safeguarding and child protection issues
- the school's safeguarding and child protection policies are up to date and consistent with HIPS policies and are reviewed annually
- all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- they attend regular training and network meetings run by HIPS and delegated trainers to keep up to date with emerging policies and issues
- they are aware of children in need, young carers and children who have special educational needs and keep staff up to date with developments and information
- child protection systems within the school, including the management of records and standards of recording are overseen
- they provide the link between the school and other relevant safeguarding agencies including the Virtual School for Looked After Children
- all staff, including temporary staff, receive appropriate safeguarding training every year
- there is refresher training for Staff INSET throughout the year
- that parents are aware of policies and procedures and that they are kept informed and involved as appropriate
- that relevant records are passed on appropriately when children transfer to other schools or settings
- the Head of Operations ensures that checks and identification are received for any supply teachers that are used by the school
- The Designated Lead will record all referrals on CPOMs, telephone conversations, emails and contact relating to the referral, dated and timed to ensure accurate information relating to each case.
- The designated leaders will liaise with HIPS to ensure that all relevant information held by the school is provided to HIPS during the course of any child protection investigation.
- The designated leaders will ensure that the school is represented in person for child protection case conferences, child in need meetings and core group meetings. This will be the attached lead for that family



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- The Designated Lead will ensure that they are updated regarding the child through discussions with the staff involved with the family, reading the current information and actions on CPOMs, progress towards any actions set and the general well being of the child / children.
- A full report will be submitted to child protection reviews prior to the meeting and a copy will be kept on file in CPOMs. This will be formed using information above and will be shared with the EHT prior to the meeting. The report should also be shared with Parents / Carers prior to the meeting.
- Where a pupil is subject to a Child Protection Plan and the school has been asked to monitor their attendance and welfare as part of this plan
- Monitoring will be carried out by the relevant staff member in conjunction with the Designated Lead
- all information will be recorded on CPOMs database under the appropriate headings
- The Designated Lead will notify HIPS if the child is removed from the school roll, excluded for any period of time or goes missing from education or if concerns are escalated during the interim times. Records of **all** contact with any agencies will be kept on CPOMs.
- child protection records relating to pupils are highly confidential and will be kept in a designated file separate from the pupil's education records. These records will be securely held within the school.
- The Designated Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the 'safeguarding' section of CPOMs and all records will be dated as to the date and time of the incident
  - Records should show:
    - ❖ what the concerns were
    - ❖ what action was taken to refer on concerns or manage risk within the school
    - ❖ whether any follow-up action was taken
    - ❖ how and why decisions were made.
    - ❖ how communication to home was achieved and by whom and when
- Any incidents, disclosures or signs of neglect or abuse should be **fully** recorded with dates, times and locations. Records should also include a note of what action was taken.
- In the event of an incident causing concern for the child's welfare, reports will be written by all staff involved and an investigation will take place with the children, if appropriate by the designated leaders.

Where a child who is subject to a child protection/in need plan transfers to another school, the Designated Lead is responsible for ensuring that copies of all relevant records are

passed to the Designated Lead at the new school, that meeting is arranged and the history of the family and child shared.

**Child protection records will only be kept until the pupil leaves the school, the child's documents will be sent to the 'receiving school' as soon as it has been confirmed that the child 'physically' attends the setting (within 5 days of an In Year Transfer or a new term) and where possible in person or through transfer on CPOMs.**

## **Confidentiality and Information Sharing**

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, the school has a legal duty to share this information with HIPS and make appropriate referrals. Equally, where a child is subject to a child protection investigation, school must share any information about the child requested by HIPS.
- Parental consent to making a child protection referral will be sought but if withheld, the referral will still be made and parents made aware of this.
- Before taking this step, the school will consider the proportionality of the disclosure against non-disclosure; i.e. is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to refer will not be sought if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, school will discuss this with the social worker to gain advice on whether this course of action should be taken.
- Only relevant information will be disclosed, and only to those professionals who need to know. Staff will consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff will not guarantee them confidentiality, and will explain why they have to pass the information on, to whom and what will happen as a result. Parents will also be made aware of the school's duty to share information.
- Staff will discuss any concerns or difficulties around confidentiality or information sharing with the Designated Lead or seek advice from CRS.

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- All processes follow the Data Protection Act of 2018 in addition to UK general Data Protection Regulations re processing information fairly and carefully, keeping information safe and secure as well as sharing and withholding confidential information.

### **Removal of a child from roll**

A child will only be removed from roll when the school has been notified by another Local Authority or school that the child has transferred to another education setting.

Mrs Leigh will then input a leaving date on the school system and notify Southampton's Child Missing Education Officer (Eliza Theobald - Morgan) of the child's new home address and post code. The child's file will then be transferred to the new school or Local Authority securely.

### **Every member of staff**

If there is concern regarding a member of staff's conduct staff should refer to the school Whistleblowing Policy and in all instances share concerns with Stephanie Bryant or Vickie Sutton.

### Recognition

- Staff have a responsibility to identify those children who are suffering from harm, abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the Designated Lead.
- Staff should refer to a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed **in the first instance with the Designated Lead** and advice sought on what action should be taken. The discussion will then be recorded on CPOMs.
- Concerns may be monitored over time and will be recorded on CPOMs.
- Details of any concerning incidents should also be recorded, Designated Lead are to be alerted via the alert mechanism on CPOMs to any incidents causing concern. If the concern relates to disclosure see below.
- Any information shared by parents or child that helps to create a picture of changes in the child's life e.g. new baby, moving home, parental split will also be recorded

### **Dealing with disclosures**

If a pupil discloses to a member of staff that they have been or at risk of harm / abuse, the member of staff will:

- take into account the child's wishes , feelings and their 'voice' as well as a view of the 'bigger picture' for them
- listen to what is said and accept what the child is saying even if they can not see visible signs that abuse has taken place.

- allow the child to talk freely , looking out for not only what they are saying verbally but what their body language is telling them too.
- reassure the child but not make promises , or promise confidentiality, explaining that a referral may have to be made
- reassure the child that what has happened is not their fault and that they were right to tell someone
- do not ask direct questions but allow the child to tell their account and record this in the child's own words whilst being an 'active listener' . Ask : Who? When ? Where? What?
- explain what will happen next and who has to be told . Ask if the child has spoken with anyone else about what they have told them.
- make a formal record and pass this on to a Designated Lead verbally immediately then record the conversation and disclosure on CPOMs.  
All staff have received training around trauma informed practices and the impact of ACE on children and young people and how these can impact on presenting behaviours.

**Referral (if in exceptional circumstances a DSL is unavailable this should not delay action being taken – SCADS Tel: 02380 833336)**

- A decision on whether or not to refer a pupil to HIPS should be made by the Designated Lead or their deputies following a discussion with the member of staff who has raised concerns.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the Designated Lead may discuss the case on a “no names” basis with SCADS by phone, to obtain advice on how to proceed

**Concerns outside of school hours (4:30pm onwards Tel 02380 233344):**

Concerns that are raised by staff relating to after school clubs, incidents or information will be raised through the referral to the out of hours team first via telephone referral to seek advice, then via the e-referral to CRS. All contact and advice will be logged on CPOMs with copies of the referral

**Hampshire, Isle of Wight, Portsmouth and Southampton Safeguarding Partnership (HIPS)**

With effect from 29<sup>th</sup> September 2019 locally, three safeguarding partners (the LA, a clinical commissioning group within the LA and the Chief Officer of Police ) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children Including identifying and responding to their needs .They have a shared and equal duty to safeguard and promote the welfare of children living in the area by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

HIPS will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the city including early help service
- providing services under the Children Act 1989
- providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education

HIPS offers a service at the following levels:

Early Help – low level risk and Children in Need – medium level risk

These are children (including disabled children, Young Carers, SEN, returned from care or parental substance misuse) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home. Staff who are concerned that a pupil may require extra support and services from HIPS because they are in need should inform one of the Designated Leads to discuss their concerns. If it is felt appropriate, an Early Help Assessment will be made to the relevant duty and assessment team in conjunction, where possible, with Parents and Carers.

To support this the school will:

Identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating. Referrals for early help will be made using the Early Help Assessment document for those children and their families that request or are identified as needing additional support from the Children and Families First Team to manage situations at home.

- These referrals will be written, where possible, jointly with the parents to ensure all information is correct and the area of help has been clearly identified
- identify children who may be suffering from significant harm and make a child protection referral to HIPS
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs
- refer to Southampton's thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer to.

Should the Designated Lead feel that a Parent / Carer's consistent refusal for support for their child is impacting on that child's needs and welfare, and where evidence of communication and meetings have been reported, a referral will be made *without* consent.

### **Children in need of protection – high level risk**

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures

### **Children in need**

Referral for a social work service will be made by way of a referral to the SCADS team for children who are likely to be assessed as being a child in need under section 17 of the Children Act 1989.

The school will work according to the following policy documents in order to support the protection of pupils who are at risk of or have been at risk of significant harm.

- Working Together to Safeguard Children 2018: a guide to inter-agency working to safeguard and promote the welfare of children
- Keeping Children Safe in Education 2021
- What to Do If You're Worried a Child is Being Abused - Every Child Matters

### **SCADS – Southampton Children’s Advice & Duty Service**

(Prior to making a referral staff should always speak to a Designated Safeguarding Lead)

All referrals are made to SCADS which is the single point of contact for all safeguarding concerns regarding children and young people in Southampton in the first instance and then may be passed to: The Multi-Agency Safeguarding Hub (MASH) which brings together expert professionals, called “navigators”, from services that have contact with children, young people and families, and aims to make the best possible use of their combined knowledge to keep children safe from harm. It does this by:

- Acting as a “front door” to manage all safeguarding referrals
- Researching information held on professional databases
- Providing a secure and confidential environment for professionals to share information
- Identifying low-level repeat referrals which taken in isolation may not appear concerning
- Prioritising referrals using a BRAG (Blue/Red/Amber/Green) rating
- Referring cases to other agencies
- Activating “first response” social work services to provide immediate protection for a child

### **Inter-agency working**

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Early Help Assessment to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings and that Child Protection / Child in Need Plans are fully supported.

The school will liaise with Southampton's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

**The school will escalate any concerns they have regarding on-going children's welfare to the relevant agency worker, then line managers and will continue to follow this up to the lead officers if necessary.**

### **1 Being healthy**

The school will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and physical exercise, as well as delivering information on sexual health, relationships and substance misuse via the curriculum.

The school will work closely with health professionals to monitor pupils' health and ensure that pupils with health needs receive the extra support they need to fully participate in education.

### **2 Staying safe**

The school aims to provide a safe learning environment where pupils:

- are kept safe from accidents whilst at school and during outings
- are protected from maltreatment through the implementation of Southampton Children & Families' Social Care child protection procedures and safe recruitment practices
- feel supported, safe and protected and able to raise concerns.
- receive safety messages via the curriculum and other forums. (Pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community).

### **3 Achieving economic wellbeing**

The school ensures that pupils build awareness and aspiration in relation to further education, training or employment.



The school works with a variety of other schools, primary and secondary as well as higher and further education providers to ensure pupils have experience of educational settings at all levels and access to the resources and training that they can provide.

#### **4 Supporting Pupils**

The school supports all pupils who have been assessed as having additional needs or are subject to a child protection or child in need plans. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously

#### **Safeguarding Vulnerable Children**

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from SCFSC or other agencies in order to overcome problems or keep them safe. This is especially relevant to children previously looked after, children with special educational needs or disabilities all of whom may require additional pastoral support

#### **5 First Aid**

St Mark's School is committed to training staff in First Aid and ensures that there is a first aider on site at all times

When a child is poorly, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- A first aider is consulted. The incident is logged in the 'Incident Book' (or if serious VHMS). For head injuries parents are contacted immediately and a letter is sent home. If there is any doubt about an injury, a parent is contacted. If children go home ill, class teachers are informed by the office staff. Should a child require medical attention and parents cannot be contacted, a designated member of staff will always accompany a child to hospital.

#### **6 Pupils with medical conditions**

##### **Pupils with medical conditions in school**

There is a separate policy outlining the school's position on this:

Supporting Pupils with Medical Needs Policy

As a school we will ensure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs. In addition, PEEPS have been completed for any child with a disability meaning that there may need to be alternative evacuation procedures made

**Pupils with medical conditions out of school.** There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term postoperative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than fifteen continuous school days the Education and Inclusion Service will be contacted to support with the pupil's education

## **7 Providing Intimate or Personal Care to Pupils**

Staff may need to provide intimate or personal care for pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E/Games. The school has a written policy in place in order to promote safe working practices for staff and ensure children's privacy; Intimate Care Policy

Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow the agreed school policy when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
  
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.
- Refer to the child's Individual Health Care Plan

## **8 Powers regarding management of pupil behaviour**

The school acknowledges guidance from the Department of Education which provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school.

Details of these can be found in the school Behaviour for Learning Policy

## **9 Restraint and restrictive intervention**

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment, and staff will follow the guidelines outlined below. Staff are required, whilst taking any of the action detailed in this policy, to ensure that the child understands that this is a last resort and that the security of the child should be continually maintained.

Circumstances when physical intervention might be appropriate -The Department for Education Non statutory Guidance was issued in July 2013. It states the following:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The Department for Education states that schools can use reasonable force to:
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others:
- Prevent a pupil from attacking another member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

It may be necessary to engage in physical interventions to move a child in the above situations, but only when all other possible tactics outlined in our Behaviour for Learning Policy have been tried. In either of these cases, physical interventions will be limited to a request to leave the classroom and then physical presence only (i.e. a blocking stance with the use of arms to direct the child to the door). A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation, or stand back and by that allow a child or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident

Procedures for staff before and during any physical intervention staff will:

- remain calm and attempt to engender calm
- tell the child to stop and explain to them what will happen if they do not
- use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation. These might include:
- continuing to speak and listen to the child/children
- employing an appropriate level of eye contact during any dialogue
- diverting, distracting, cajoling or humouring the child where appropriate

- reasoning with and offering appropriate choices to the child/children.

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large children, or with groups of children, or if the teacher believes he or she may be at risk of injury, the teacher should remove other children who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the police. The teacher should tell the child/children that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation through talking to the children and try to prevent the incident from escalating. Whilst physically intervening, staff will:

- Use the minimum amount of force required to achieve the desired result.
- Tell the child that physical restraint will stop as soon as it is no longer necessary
- Continue to use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation, as above.
- Remove the rest of the class when a child persistently refuses to leave or offers any kind of resistance to being removed from a classroom. Communication with the child concerned can continue in isolation.

Ways in which staff may use reasonable force

Whilst there is no legal definition of reasonable force, DFE Guidance July 2013 advises that 'The term 'reasonable force' covers the broad range of actions used by most teachers at some point during their career that involve a degree of physical contact with pupils.' During a potentially dangerous situation' staff may be required to:

- physically step in between children
- block a child's path
- hold a child
- lead a child by the hand or arm
- guide a child away by placing a hand in the centre of the back

In more extreme circumstances use more restrictive holds. Staff are not permitted to act in a way that might cause injury, for example by:

- holding a child round the neck, or by the collar, or in any other way that might restrict the child's ability to breathe
- slapping, punching, pushing, pulling or kicking a child
- twisting or forcing limbs against a joint
- tripping up a child
- holding or pulling a child by the hair or ear
- Holding a child face down on the ground. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Physical force cannot be

justified in a situation that could clearly be resolved without force, for example to prevent a child from committing a trivial offence.

Staff who are permitted to use reasonable force to control or restrain children  
Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include: · teachers · teaching assistants · midday supervisors

Any incident where it has been necessary to use 'physical restraint' is logged and assessed by the Head Teacher. For pupils who have been restrained on more than two occasions it will be necessary to create a 'Physical Restraint Plan' in consultation with Parents/Carers. Staff who regularly support /teach the child involved will receive training in 'Team Teach' techniques

### **10 Mate crime and child on child pressure**

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this will not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or

There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

### **Prevention**

As a school we will minimise the risk of allegations against other pupils by

- Ensuring all staff are aware that children can abuse other children and that it can happen inside , outside school or online. Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust Online and Mobile Technology safety programme which develops pupil's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school and in their community
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued

## **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical, emotional, sexual, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It will be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
  
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

### Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

### Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

**An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

· **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose. Cyber bullying (see section 44)

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### Sexting

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending /sharing 'semi/nude pics', 'rude pics' or 'semi /nude selfies'. Pressuring someone into sending a nude/semi nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### Emotional Abuse

Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

### Sexual Abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour

and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

### Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

## **Procedure for Dealing with Allegations of Mate Crime/ Child on Child Abuse**

When an allegation is made by a pupil against another student, members of staff will consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The

Designated Safeguarding Lead will contact SCADS to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, through SCADS the police will become involved. Parents, of both the child/children being complained about and the alleged victim/s, will be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on CPOMS. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's Behaviour for Learning Policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

## **11 Sexual Harassment and Sexual Violence**

[sexual violence and sexual harrasment between children in schools and colleges](https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/719902/sexual_violence_and_sexual-harrasment_between_children_in_schools_and_colleges.pdf)  
[https://assets.publishing.service.gov.uk/government/uploads/attachment\\_data/file/719902/sexual\\_violence\\_and\\_sexual-harrasment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/719902/sexual_violence_and_sexual-harrasment_between_children_in_schools_and_colleges.pdf)

**We recognise that Sexuall violence can happen both inside and outside of school**

When we are referring to :

**Sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

. What is consent?

A person commits an offence if s/he intentionally causes another person to engage in an activity , the activity is sexual and the other person does not consent to engaging in the activity.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

**Sexual harassment.** We are referring to 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.



Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual violence and sexual harassment can occur between two children of any sex. They 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

**At St Mark's, there is an 'It can happen here' approach. 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 not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys" and all reports and concerns will be responded to.**

Challenging behaviours, such as grabbing bottoms, breasts and genitalia will not be tolerated. We will endeavour to promote healthy, respectful relationships via our PSHE lessons and core values.

We will always deal with reports of sexual violence and harassment sensitively and non-judgementally, offering support and reassurance to everyone involved.

Every report will be taken seriously. The wishes, age of the 'victim' and nature of the incident will always be considered.

The balance of support and discipline will be of paramount importance.

We will liaise with external agencies if necessary to ensure the best outcomes for the children involved.

These agencies include:

- ❖ Yellow Door
- ❖ NSPCC
- ❖ Laura Tanner Southampton City Council CSE Officer

Depending on the incident procedures will be:

- ❖ A one off incident – will be managed in school with support to all involved
- ❖ An incident of nonviolent sexualised behaviour – will be referred to Early Help
- ❖ ALL incidents where a child is hurt or at risk – will be referred to SCADS

- ❖ Any incident of rape, assault, or sexual activity – will be referred to Police

## **12 Working with Parents and Carers**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- make parents and carers aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or printed on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant members of staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
  - provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### **Working with aggressive and violent parents**

St Marks Church of England School follows the guidelines from the DFE Advice on Security: Access to and Barring Persons from Premises.

The school may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to *feel* threatened.

In such circumstances, the school does have a power in common law to bar the parent from the premises. The school will discuss this decision with the Chair of Governors prior to imposing the ban to ensure that they are acting reasonably. All attempts to discuss the behaviour with the parent/ carer will be undertaken and a warning letter issued unless the incident has been deemed extreme.

The school will write to the parent / carer, giving the person concerned a formal opportunity to express their views to them and the Governors, where appropriate.

Letters relating to barring will usually be signed by the Executive Headteacher though in some instances the governors or local authority may wish to write instead. If an immediate ban is placed, it should be provisional until parents have been given the opportunity to make formal representations. The bar can then be confirmed or removed. Alternatively, the school can serve notice of intent, invite the parent to make representations within a certain deadline and then decide whether or not to bar.

Any bar should be subject to review within a reasonable timescale to be stated by the school. Allowing the parent a reasonable opportunity to make representations is an essential part of the process and has been upheld as necessary in Court.

### **13 Collection of children from school**

The school has procedures in place regarding the collection of children by adults who are not their parent or known carer at the end of the school day. Parents/ carers are made aware that the school should be notified of who will normally collect the child and of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. If the person collecting is an unknown adult, who has not been introduced to the school but whose authorisation has been received from the parent, Identification will be requested and checked and a copy placed in the child's file.

Parents / carers are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and will contact the parent / carer immediately.

The school also has procedures in place to deal with situations where a child is uncollected at the end of the school day:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent / carer or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home until confirmation can be gained from the parent / carer.

If no contact can be made with the parent by 4.00pm, if the child is not attending after school clubs, or 4:40pm if they have been, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the CRS office.

The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so. Where children are regularly uncollected or collected late, this will result in a meeting with the parent to ascertain any circumstances that the school can support to eliminate this issue, and a period of tracking to monitor any changes. An Early Help Assessment to access Educational Welfare support may also be completed if no changes are seen within the following weeks. If there are also child protection concerns, a referral will be made to Social Services.

**Permission for Key Stage Two children to walk home alone after school is sought from all parents and signed copies of the letters are kept within the office and staff informed. A permission list is distributed to all classes involved'**

### **14 The use of taxis to transport a child/children**

If it is necessary for a child to travel home via taxi the parent/ carer is requested to inform the school as soon as possible providing them with details of the taxi company used. The parent

should also inform the taxi company that it will be necessary for the driver to visit the school office on arrival in order to show relevant Identification and where the child will be waiting for them

## **15 Transporting pupils -**

<http://www.southampton.gov.uk/schoolslearning/in-school/school-travel-support>

The issue of transporting children/young people in cars, particularly members of staff's own cars is one which causes concern to some staff. It is however a necessary part of the work that some staff carry out. The guiding principle will be that transporting children/young people in staff cars will be the exception to the rule rather than the norm unless it is an accepted part of a member of staff's role and included in their job description.

Any journeys undertaken will always be planned, absolutely necessary and not undertaken on an 'ad hoc' basis and must be authorised by Senior Leadership Team

In certain circumstances children/young people may need to be transported in an emergency situation where management cannot be contacted to approve this.

It is anticipated that these by the nature of them being emergencies would be very rare. This guidance however, still needs to be followed to ensure the safety of staff and young people. The school will therefore put plans in place for such situations that will allow staff to carry out such transport functions with approval from the Extended Leadership Team to ensure we act in the best interests of the child/young person.

In situations that have not been planned for staff will still need to act in the best interest of young people. If this means they have to be transported in a car, then as long as the member of staff is acting in accordance with their job role, is following this guidance and associated risk assessment and is not breaking any road traffic legislation, then they will be covered by Southampton City

Council for this action (as long as they are not acting in a negligent manner). A range of alternative options will be considered where a child/young person needs to be transported including: -

- Contact the parents/carers in order for them to transport the child / young person.
- Contact the parents/carers for them to arrange a taxi to transport the young person.
- Arrange for a taxi with escort to transport the child/young person from an approved list of taxi operators on gaining consent from parent/carer

Only where none of these options is appropriate or viable should young people be transported in a member of staff's car.

Drivers and their Vehicles Drivers are responsible for their own vehicle's roadworthiness and appropriateness for the task to be undertaken and their fitness to drive.

They must:

- Have an appropriate valid driving licence
- Be insured for the journey (Business Use)
- Hold a valid MOT certificate
- Hold a valid Excise licence (TAX)

- Have checked the vehicle is in a roadworthy condition
  - Are not excessively tired, fatigued or under the influence of alcohol or drugs.
  - Meet minimum eyesight standards for driving. If they need to wear glasses or contact lenses to meet minimum standards, these must be worn at all times.
- Have no medical condition including the taking of medication or infirmity that may affect their ability to drive safely

Drivers are also obliged to notify the Senior Leadership Team of any driving convictions, endorsements or disqualifications immediately. The Senior Leadership Team will ensure that the staff being asked to carry out this role have the necessary competence and experience. The safety of the child being transported will take priority.

A full picture of the needs of the child/young person (including physical, emotional, behavioural and medical) and the risks that this may present to them or the staff involved when transporting them needs to be established. This should involve gathering and sharing information with all agencies involved with supporting the child/young person. This information is required to inform specific risk assessment for transporting the child/young person.:

For each journey the member of staff will be required to produce a risk assessment for transporting children/young people based on their circumstances and way of working.

However, when considering children/young people with medical conditions their transport and any control measures required during transport if this is to be a regular occurrence, should be included in their Individual Health Care Plan. This should be used to inform any risk assessment. A second person, trained in administering medication or the relevant medical procedure should always be provided where necessary. For children/young people who present with behavioural issues a range of control measures could be considered; from not transporting the person if it is felt their behaviour is such that doing so is not safe, providing an escort to ensure the driver can concentrate safely on driving, placing the child/young person so they cannot easily distract the driver (diagonally across from the driver in the back seat) amongst others. Child locks should be used when transporting children/young people as a control measure.

A system is in place and communicated to staff to ensure an appropriate response is summoned and action taken in the event of an accident or emergency during transport. All staff who transport children/young people as part of their role will have access to a mobile phone or the appropriate means of communication. All journeys will only be for named children/young people and other people family/friends etc. should not be transported with the child/young person if they are not named and part of the arrangement. The law makes drivers responsible for ensuring those under

fourteen years of age wear an appropriate seatbelt or child restraint. However, where staff are transporting children/young people as part of their job then they will at all times be responsible for ensuring the children/young people they are transporting are wearing a suitable restraint irrespective of their age.

## **16 Safe Learning Environment**

## **Safe recruitment ( the same procedure will be followed for those recruited remotely)**

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk. The school will follow the guidance set out in:  
Safeguarding Children and Safer Recruitment in Education (2007)  
Keeping Children Safe in Education (2022)

- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to enhanced checks with the Disclosure and Barring Service to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff recruited and the school will ensure that the Employer's guidance as laid out by the DFE are followed through the update service yearly.
- All job advertisements and application forms will clearly state that the role is a 'safeguarding role' and that successful applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices. Electronic applications for successful applicants will require a signature to verify all employment history is accurate
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training, which includes Keeping Children Safe.
- Although the Executive Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out for every applicant applying for posts. School staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The School will keep a single central record of all staff, volunteers and where appropriate, governors that includes details of all checks carried out and the outcome of these checks.
- Where staff are recruited via third parties such as employment agencies, the Executive Headteacher and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of

the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual's employment. Their identity will be checked when agency staff first present for work.

- A further DBS check will be made via Capita Human Resources Solution for all agency staff appointed.

The school will:

- verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents
- carry out enhanced DBS checks, normally via Capita Human Resources Solution team who will notify the school of the outcome
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of at least two referees, including previous and recent employers.

The school will keep copies of the following documents:

- ❖ Documents used as proof of identity
- ❖ A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
- ❖ Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers)

## **DBS checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals who are considered to be unsuitable to work with children to the DBS. Enhanced DBS checks (which include barred list checks) will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching
- Training
- Supervising
- Care
- Guidance and advice

- Driving a vehicle
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children. Decisions on whether a person's role requires a DBS check will be made by the Head Teacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

- the age of the children
- their level of vulnerability
- the numbers of children in the group
- the nature of the role
- opportunities for contact with the children.

The school has robust day to day staff management and supervision and clear procedures for reporting and acting on concerns.

Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role. Permanent members of staff and long term volunteers will have an enhanced DBS check every three years.

### **Disqualification by Association**

The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association (because they live in the same household as a person disqualified under the Childcare Act 2006) are not permitted to work within the school.

### **Staff Induction and training**

- The Executive Headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures, and that staff are fully aware of their role in implementing these.
- The Designated Lead will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a yearly basis.
- The school will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive training which should enable them to:
  - ❖ develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
  - ❖ describe inter-agency roles and responsibilities for safeguarding children
  - ❖ procedures to follow during disclosures, concerns and worries about a child



- ❖ understand what will happen once they have informed someone about those concerns
  - ❖ make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
  - ❖ demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
  - ❖ Complete and record effective reports using CPOMs.
- The Designated Leaders will receive:
    - ❖ Safeguarding and Child Protection training
    - ❖ Attend refresher training yearly to ensure they are kept up to date with changes and focuses

### **Conduct and Safe Teaching Practice**

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “Guidance for safer working practice for adults working with children & young people” (2009).
- Staff have read the school’s ‘Staff Handbook and Code of Conduct’ and signed to state that they are in agreement with the policies included and that they know and understand their roles and responsibilities within school.
- Staff will be expected to follow the school’s Social Media Policy in terms of their use of social media on and off site particularly in relation to professional standards and relationships with pupils.

### **Volunteers**

The Executive Headteacher will ensure that unpaid volunteers such as parents who regularly accompany pupils on school outings or provide help in the classroom, are:

- subject to a DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children
- competent to carry out the duties assigned to them
- only assigned duties suitable to their qualification and experience
- suitably supervised by teaching staff at all times

- fully inducted in relation to all school policies and procedures. It is the Executive Headteacher's responsibility to decide whether or not an individual volunteer requires DBS checks depending on the level of contact with pupils. This also applies to governors, who are treated as volunteers for the purposes of carrying out DBS checks

### **Site security and visitors**

- The board of governors is responsible for the security of the school premises, will take steps to ensure it is a safe environment, and securely protected against trespass and/or criminal damage.
- The Executive Headteacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Head Teacher will apply the 'frequent or intensive basis test'.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example National Health Service staff, the Executive Headteacher will request written confirmation that relevant checks have been carried out for that individual.
  - All visitors and contractors will be:
    - ❖ informed to report to reception on arrival
    - ❖ expected to wear a 'name badge' or carry some form of identification at all times when on the school premises
    - ❖ suitably supervised by school staff at all times
    - ❖ made aware of school health and safety procedures.
- The Executive Headteacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be permitted to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

### **17 Use of the school premises by other organisations**

The school will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if:

- the school's articles of trust or other incorporating document allows this;
  - the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British Values
  - the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks the following reasonable and due diligence checks are taken out on the organisation by the school;
- ❖ an internet search on the organisation
    - ❖ checks with Southampton Community Safety and the local police

### **18 Taking, use and Storing of Images**

Under the terms of the Data Protection Act 1998, images of pupils (or staff) must not be displayed in a public place without consent. This includes publications such as the school prospectus, website or areas in the school where visitors have access.

On admission of a pupil to the school, Parents / Carers will be asked to sign a Consent Form for Photographs which will explain in particular: How and where photographs will be used. The period of consent The school will contact Parents / Carers annually with the option to change their preferences. This can, of course, be done at any time by contacting the school office. The school will ensure that:

Parental consent is obtained using the Consent Form for Photographs

- Only images of children in suitable dress will be used. Photos of children engaged in swimming, for example, present a greater risk of potential misuse in these cases the content of the photograph should focus on the activity, not a particular child and should avoid full face and body shots (e.g. photographs of children in a pool, or from the shoulders up, would be appropriate)
- Where we have been informed that a child is subject to a court order then we will endeavour not to use their image
- Images are stored securely and only on equipment or storage media belonging to St Mark's School, especially where electronic, and used only by those authorised to do so.
- Images must not be taken using the staff's personal equipment (e.g. mobile phones/ cameras)

The appropriateness of photographic images also applies to video / film images.

We recognise that Parents / Carers and family members wish to record events such as school plays, sports days, etc., to celebrate their child's achievements. It is important, however, that such records remain private and for their own personal use. Parents / Carers are informed that they should not share images of a child on social media sites.

On occasion where school allow newspaper reporters into school and providing parental consent has been obtained, newspapers may publish photographs of pupils but must not publish names alongside them, unless otherwise agreed and permission has been sought. They may, however,

refer to group photographs collectively (e.g. Class AB or St Mark's Year 6 Football Team) Pupils must not be photographed whilst at school (or engaged in school activities outside school) without the permission of the Executive Headteacher. The school cannot be held responsible if Parents / Carers themselves allow their children to appear in publications relating to school activities or send photographs direct, without the school's knowledge

Websites : The consent form for photographs will explicitly include publication on the school website

Camera Phones: Camera phones must not be used by the school's staff at school. It should also be noted that staff working with younger children who need support to go to the toilet or in some cases when changing a child, should not take a mobile phone or camera with them. Any staff member who is aware of such practice should inform the Designated Safeguarding Lead as soon as possible.

Commercial and External Photographers: Commercial and external photographers are invited into school on a routine basis to take official photographs of children. These can often be purchased by Parents / Carers or family members.

Such photographers will:

- Be given a clear brief about what is considered appropriate in terms of content and behaviour
- Wear identification at all times
- Never have unsupervised access to children or one-to-one photo sessions at events
- Never solicit photo sessions outside the event or at a pupil's home

## **19 Allegations against Staff**

Refer to school policy

In the event that an allegation is made against a member of staff or volunteer, the school will follow guidelines set out in: Southampton's Safer Working Practice Policy.

The Executive Headteacher will be the school representative for the purposes of the allegations procedures and will link with the Local Authority Designated Officer (LADO) for all allegations raised. A further staff member will be identified as their deputy to act in their absence; if allegations are made against the Executive Headteacher, the allegations will be referred to the Chair of Governors. Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the Disclosure and Barring Service (DBS)

The DBS referral form and guidance for completing the form can be accessed online via the DBS website at: *Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.*

## **20 Whistleblowing**

Refer to school policy

The school fosters a culture of openness in line with the 'Freedom to speak up review'. Systems are in place to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. These should be reported to the Head Teacher.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Southampton's Lead Officers for Child Protection or Safeguarding where there are issues regarding the welfare of a pupil 02380 915538
- Ofsted Whistle-Blowing Line on 0300 123 3155 where there are issues regarding the school's overall procedures around safeguarding.
- The Head Teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

## **21 Health and safety and risk assessments**

Health and Safety Nominated Governor is ; Rob Sanders

The governing body are legally responsible for ensuring the safety of pupils and staff within the school environment. The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves. The 'day-to-day' responsibilities are given to a member of staff who is competent to carry out these duties and who has received the appropriate training.

### **Risk assessments**

Risk assessments are a method of:

- identifying hazards
- evaluating the risks these hazards may present to pupils and staff
- deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day

- when a pupil who has been excluded for 'risky' or violent behaviour is returning to the school
- whenever there are significant changes to the school environment or school practices
- following any serious incident.

No adult is permitted to take children on a trip, even if locally, without completing a risk assessment that has been approved by Senior Leadership Team

## **22 Off site visits**

- A particular strand of health and safety means assessing risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a risk assessment will be completed by the 'lead' teacher. All relevant information regarding any child attending the off-site visit will be passed to the 'lead' in addition to any medical equipment or information around medical procedures to follow in the event of an emergency. The 'lead' will be given all
  - of the pupils' contact details and a mobile phone and will be made aware of the 'point of contact' 'in school'
  - If it is a new activity, a visit involving adventure activities, residential, or an 'Open Country' visit, a specific assessment of significant risks will be carried out in addition to the procedure listed above.

## **23 Children who are missing from education or home educated**

### **On admission to St Mark's School Parents/Carers will be required to provide us with more than one emergency contact**

The school is aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Our attendance policy clearly states who needs to be notified and what action should be taken and any relevant timescales.

The school refers to Southampton's Children Missing from Education Policy and HIP's advice on 'missing children' protocol which provides further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions

A referral to Southampton's Missing Child Officer will be made and communication shared and updated as appropriate with any new information

If the child is already known to HIPS, their allocated social worker is notified immediately

- If the child is not known to HIPS, but the school has concerns about their welfare or academic needs, the Designated Safeguarding Lead will meet, where possible, with the receiving school with paper copies of our incidents, referrals, academic tracking and interventions to share with that school.

If the child is not known to social services and there are no concerns for welfare or academic needs the school will telephone the receiving school to share all information appropriate with them including past attainment and progress.

## **24 Children at risk of sexual exploitation**

<http://staffinfo.southampton.gov.uk/images/CSE-Concern-Process-Flowchart.tcm67-397285.pdf>

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend. Often, the young person is not aware that they are being abused, but a feature of the exploitation is that the young person cannot be said to have given proper consent. In order to protect these young people, the school will make appropriate referrals to HIPS.

Some children may already be in exploitative sexual relationships; others may be being groomed. In particular, the school will monitor pupils who truant, who have unexplained expensive goods and clothes or who talk about a much older partner.

## **25 Trafficked children**

Some children may have been illegally brought into the UK for the purpose of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. The school will take action for any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address is made Any concerns about a child will be referred to HIPS.

## **26 Child criminal exploitation: 'County Lines'**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 'county lines' criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

As with other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years

- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
  - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence can be perpetrated by individuals or groups, males or females, and young people or adults; and
  - is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

The school will refer any child at risk of or who has experienced any form of exploitation to SCFSC Designated Safeguarding Leads will also put strategies in place in order to safeguard vulnerable pupils who are more likely to be at risk of exploitation.

**Cuckooing-** urban gangs establish a base in the market location , often by taking over the homes of local vulnerable adults by force and /or coercion , in a practice referred to as 'cuckooing' .Urban gangs use children and vulnerable people to move drugs and money.

**Child employment or performance-** The LA lead officer ( Danielle Rutherford) should be alerted to any child who is known to be working .This will allow checking that the child is appropriately safeguarded.The same checks will be carried out for children who perform, act,model or take part in paid sporting activities

### **Harmful Practices**

Possession or witchcraft - Sometimes faith /belief issues are believed to be linked to accusations of 'possession' or 'witchcraft '.Whilst this is not common , children can suffer damage to their physical and mental health. Any concerns in this context will be followed by the normal referral route through CRS if necessary without consent

### **27 Children at risk of female genital mutilation (FGM)**

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure. The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term.

School will be aware of girls who are at risk of FGM or have been abused through FGM. For those at risk, school will monitor a family's holiday request to take a girl out of the UK for a prolonged period. If there is good reason to suspect that the child may be about to have the procedure, the school will contact Police and CFSC **without** notifying parents.

For girls who have already had the procedure, staff will meet with girls returning from a long period abroad and be alert to any noticeable changes in behaviour or health difficulties related to this.



Any concerns will be referred to Police and CFSC immediately, especially if the girl has younger female siblings.

Concerns relating to this need to be immediately discussed with the Executive Headteacher or Designated Safeguarding Lead in the Executive Headteacher's absence.

## **28 Children at risk of Breast Flattening**

Much like FGM breast ironing is a harmful cultural practice and is child abuse.

Staff will be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing and refer to Executive Headteacher immediately (or DSL in the EHT's absence)

Similarly, to FGM, breast ironing is physical abuse therefore any child at risk of or who has experienced breast ironing will be referred to SCFSC

## **29 Children at risk of forced marriage**

Any young person who is being forced into a marriage that they do not consent to is a victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene. Where school are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they will notify the Executive Headteacher (or DSL in her absence) must be notified immediately and a referral will be made to SCFSC This will not be discussed with parents prior to a referral or in any way and\_ seeking the services of a translator will only be done following advice from SCFSC

School will remain aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry. Forced marriage -

<https://www.gov.uk/guidance/forced-marriage>

## **30 Honour Based Violence: HBV**

**Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Southampton has a very high number of HBV cases each year.**

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage

- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional in their culture

**Women and girls are the most common victims of honour based violence however it can also affect men and boys.** Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go ● assault

In cases relating to HBV concerns, immediate discussion with the Designated Lead is essential advice from SCADS will be sought as to how to proceed to safeguard the child or adult involved. This will not be discussed with any other member of staff or parent/carer

**St Mark's School is committed to safeguarding and will endeavour to support any child, young person or adult at risk of or who has undergone any forms of Honour Based Violence, FGM, Breast Ironing and Forced Marriage**

### **31 Prejudiced Based Abuse**

A prejudiced based incident is any incident which is perceived by the victim , or any other person , to be prejudiced towards and individual due to one or more of their protected characteristics which are : Age, disability, faith, gender, identity/reassignment, marriage and civil partnership status, pregnancy /maternity status, race and sexual orientation

#### **Faith Abuse**

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure. The attempt to "exorcise" may involve severe beating, burning, starvation, cutting or stabbing and

isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused or at risk of abuse in this context, the DSL will refer to SCFSC

### **32 Hate crime**

Hate crime is any crime or offence which is perceived by the victim, any other victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability, faith, gender identity, race or sexual orientation.

We recognise the harmful effects of bullying and prejudice in society. These can unfairly limit the life chances of young people and exclude them from full participation in social, economic, political and cultural life. We believe in celebrating diversity and that eradicating all forms of prejudice and promoting equality for all must be an integral part of our school life in line with our core values of: Love, equality, respect and inclusion. St Mark's children will be taught this via the curriculum Any offence of this nature will be reported to police.

### **33 Prevention of Radicalisation / Extremism (PREVENT)**

<https://www.southampton.gov.uk/council-democracy/partnership-working/safe-city/prevent.aspx>

<https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/>

The school's safeguarding duty includes the duty to promote British Values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into extremism. Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Southampton's Prevent Officer under the Prevent strategy where there are concerns that they are being radicalised.

Where there are concerns that a pupil may be at risk of radicalisation, as opposed to exploring new ideas and perspectives, support will be considered to help challenge extremist ideologies. Young people at risk of extremism

Staff will be aware of any pupils who may be in contact with or are being targeted by violent extremists. If there is evidence that a pupil is becoming deeply enmeshed in the extremist narrative, school will seek advice from the Prevent Officer

The school uses the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

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

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors – or external sources – school community, external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so will be addressed as a safeguarding concern as set out in this Policy.

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

For these reasons, the school will:

- Provide a broad and balanced curriculum, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- Raise awareness that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources and media, including via the internet.
- Ensure that network/internet filtering is in place to protect users from inappropriate material.
- Ensure that any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for pupils and the Safer Working Practices.
- Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.
- Risk assess to understand the general risks affecting children in the context of locality and to identify specifically vulnerable individuals at risk and the appropriate support.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Non-violent extremism.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.

- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti – western or anti British views

This list is not exhaustive and staff will be updated when new ideologies come to light

Reporting procedures:

- All concerns will be reported immediately to the school's Executive Headteacher Stephanie Bryant who is the PREVENT Lead

Our school will closely follow the locally agreed procedure as set out by the Prevent Training in Hampshire and Southampton and/or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Before making a referral, advice will be sought from SCC's Stronger Communities Team : 02380 833951 or National Police PREVENT Line 08000113164

### **34 Children who run away from home or care**

Running away is a dangerous activity that puts children at risk. School will be aware of the Southampton guidance on missing children so that staff are clear of their role in helping to locate missing children and actions the school can take to help them reintegrate into school on their return.

If schools is worried about a child or young person who is thinking about running away, we will refer the young person to the Barnardos Project on 020 7700 2253 for support to help them to deal with issues and stop them running away.

Schools will also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

### **35 Living with domestic or sexual violence**

Domestic violence is extremely high in Southampton but often goes unreported or charges are dropped.

Children living with parents who are experiencing domestic violence also need support. The school has good links with the Southampton IDVAs and Women's Aid locally who are able to work with parents and children to help them keep themselves safe or make safe choices.

Concerns will be raised with Designated Lead in first instance. A decision will be made whether it is appropriate to approach the parent and by whom and how support can be offered without putting the parent / carer at risk.

The school will work closely with all agencies and will put in practice any actions that are shared with the family to support them where appropriate.

Referrals made need to be made to HIOS or Police.

We will ensure that our PHSE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships.

### **36 Parental Mental Health**

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
  - Child's physical and emotional needs neglected
  - A child acting as a young carer for a parent or a sibling
  - Child having restricted social and recreational activities
  - Child finds it difficult to concentrate- impacting on educational achievement
  - A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
  - Adopt paranoid or suspicious behaviour as they believe their parent's delusions
  - Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
  - Obsessional compulsive behaviours involving the child
- If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral.

### **37 Mental health issues in children**

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way

to support the child will be discussed. Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement. St Mark's staff work closely with Mental Health Solent Team who provide support and advice for children and their parents/ carers.

### **38 Parental Substance Misuse Substance**

Misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those

around them. Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time ●  
Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the Designated Safeguarding Lead for referral to be considered for children's social care

### **39 Privately fostered Children**

A privately fostered child is a child or young person aged up to 16 (or 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives.

In general, privately fostered children are well cared for but some arrangements may be a cover for 'trafficking'. School has a legal duty to refer all private fostering arrangements they are made aware of to the local authority. SCFSC has a duty to visit a privately fostered child in order to safeguard their welfare.

#### **40 Young carers -[www.family-action.org.uk](http://www.family-action.org.uk)**

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation. If school has concerns about a pupil they believe to be a young carer, they will contact No Limits Young Carers to provide help and support.

#### **41 Fabrication of Illness in a Child**

The definition of fabricating or inducing illness in a child is as follows.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms This may include fabrication of past medical history;
- Falsification of hospital charts and records
- Falsification of specimens of bodily fluids.
- This may also include falsification of letters and documents; induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of SCFSC.

#### **42 Gangs and Youth Violence**

Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. School has a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include: access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse (Working Together 2018) Indicators may be: (age in brackets):

- Troublesome (7-9; 10-12)
- High daring (10-12)



- Positive attitude towards delinquency (10-12)
- Previously committed offences (7-9)
- Involved in anti-social behaviour (10-12)
- Substance use (7-9)
- Aggression (7-9)
- Running away and truancy (7-9; 10-12)
- Marijuana use (10- 12)
- Disrupted family (7- 9; 10-12)
- Poor supervision (10-12)
- Low academic achievement in primary school (10- 12)
- Learning disability (10-12)
- Peers involved in crime and/or anti-social behavior (7-9; 10-12)
- Marijuana availability (10-12)
- Children and young people in the neighborhood involved in crime and/or anti-social behavior (10-12)

(Preventing Youth Violence and gang Involvement for Schools and College Home Office)  
Where school feels any child is at risk of or has experienced any form of gang or youth violence we will seek support from Police and SCFSC

### **43 Internet safety & Social Media**

**Staff should refer to the School Social Media and Staff Code of Conduct for advice around using Social Media and follow the procedure set out in Staff Handbook re ‘remote learning’**

Technological hardware and software is developing continuously the majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them

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

- **Commerce** – risks such as online gambling , inappropriate advertising , phishing and or financial scams .

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications.

## **Gaming**

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents with identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources

## **44 Cyber Bullying**

In addition to the school's Anti – Bullying Policy, we recognise that some forms of bullying may take place out of school.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

- By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

### **Sexting**

'Sexting' often refers to the sharing of naked or semi/nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of the first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents will be aware that they can come to the school for advice

### **45 Online Grooming**

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online
- That parents should:
  - Recognise the signs of grooming
  - Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum

- Identifying with both parents and children how they can be safeguarded against

## **46 Online reputation**

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos and comments that have been uploaded and comments made by others

on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

We will raise awareness of this within our curriculum and e -safety lessons

## **47 Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support [children 5-11 year olds](#) and [12-17 year olds](#). They explain each step of the process and support \_\_\_\_\_ and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

## **48 Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. We will 'sign post' parents where necessary

## **49 Homelessness**

Homelessness advice number: 02380 832327

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) will be aware of contact details and referral routes to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent

arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed

as appropriate, this does not, and will not, replace a referral into SCFSC where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties. [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

## **50 Contextual Safeguarding**

In 2017 research carried out showed that young people's risk of being exposed to significant harm was not confined to the home and they were not only influenced by family.

These risks were extended to a young person's peer group, social media, their neighbourhood, wider community and school setting which can all impact on their vulnerability. Staff are now required to assess the risks posed to young people in order to safeguard them.

This is also covered in the sections looking at: Gangs and Youth Violence. Safer Learning Environments, CSE and Child on Child Abuse.

## **51 Up skirting**

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, causing humiliation, alarm or distress to the victim. It is a criminal offence, which is punishable with a sentence of up to two years imprisonment. Staff will ensure that all children and staff are aware of this.

## **52 Violent Crime**

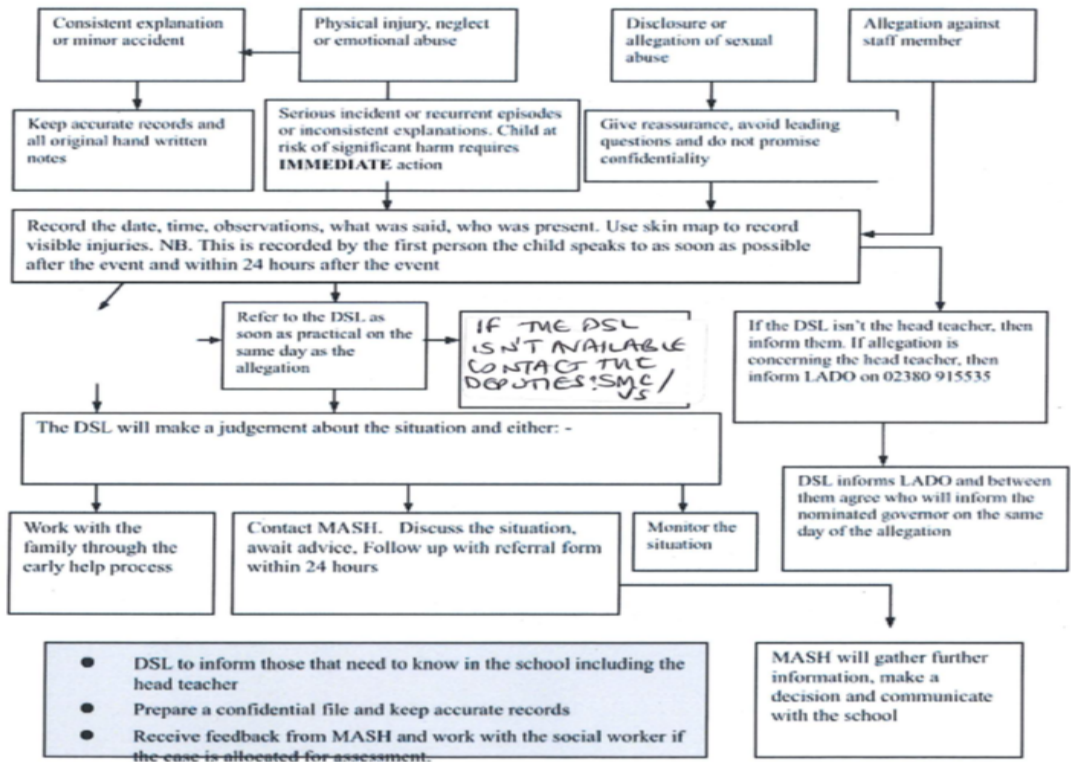
All staff should be aware of indicators, which may signal that children are at risk from, or are involved with violent crime. This may include:

Increased absence from school, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs



**Flow chart of process for reporting concerns (Always consult a DSL)**

In an emergency call for



In an emergency call for

### **Completing a Body Map**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**



- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

### **Ensure First Aid is provided where required and record**

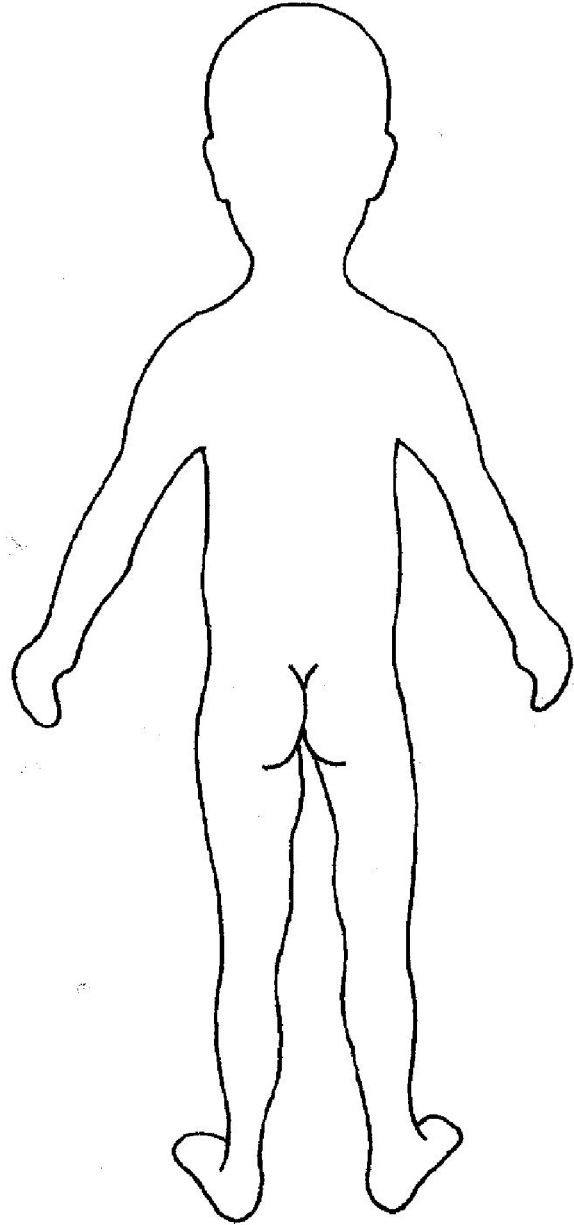
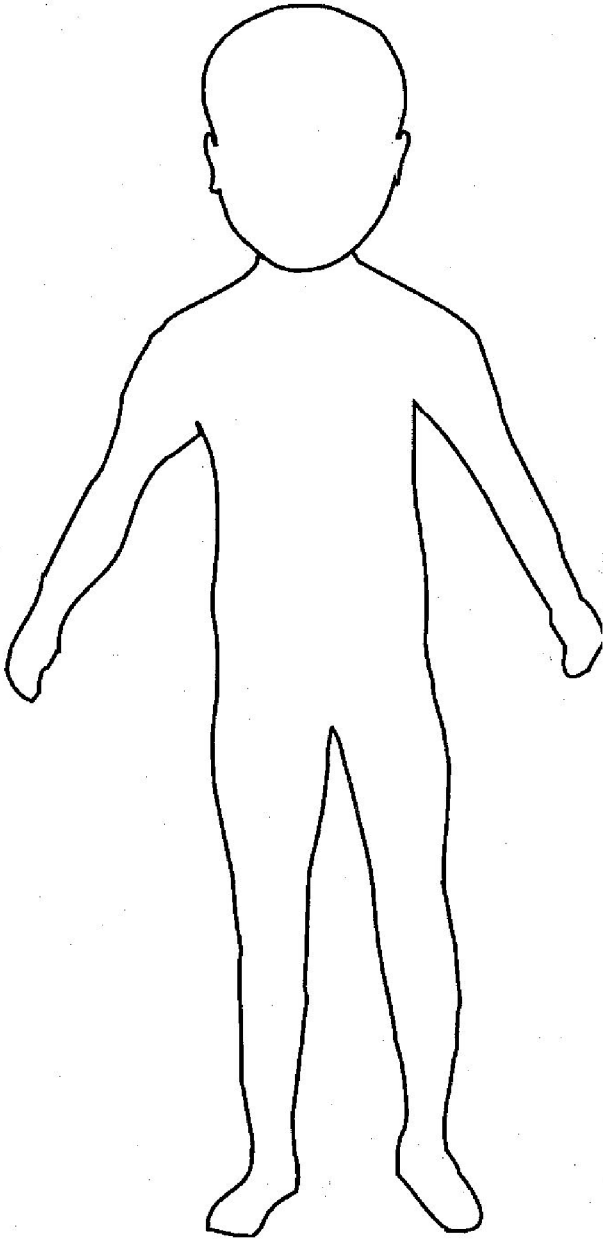
A copy of the body map should be kept on the child's concern/confidential file  
There is a Body Map option on CPOMS

**(This must be completed at time of observation)**

Name of Pupil: ..... Date of Birth: .....

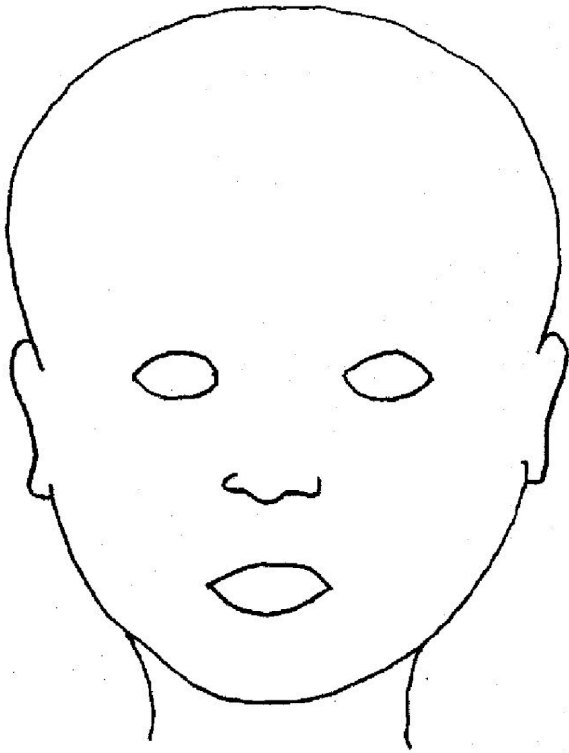
Name of Staff: ..... Job title: .....

Date and time of observation: .....

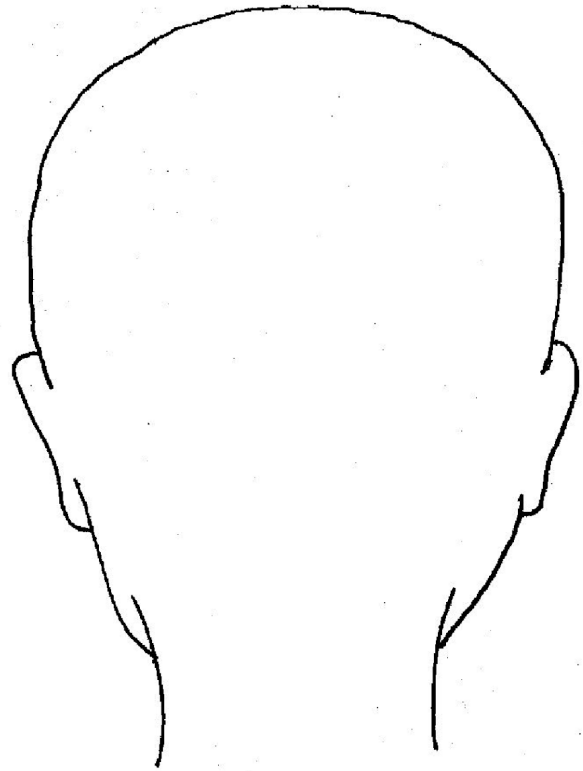


Name of pupil: .....

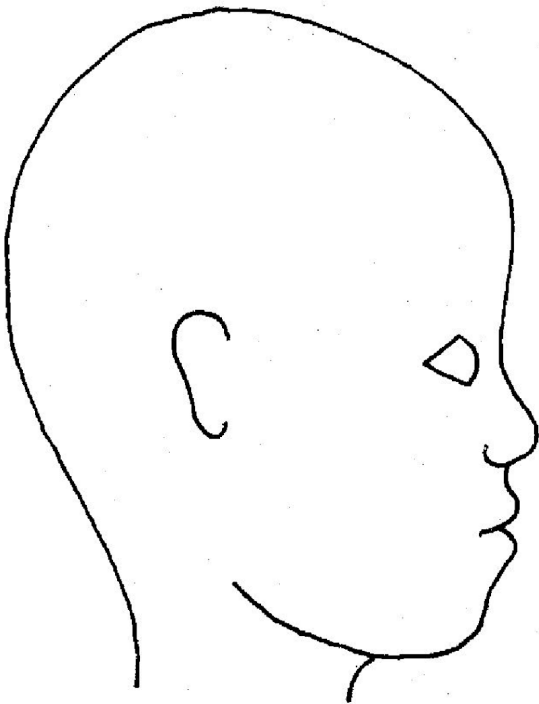
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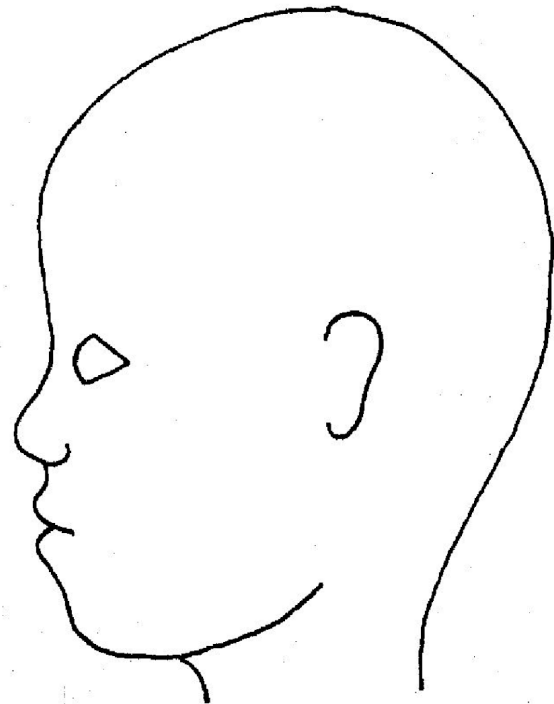
FRONT



BACK



RIGHT



LEFT

Name of pupil:

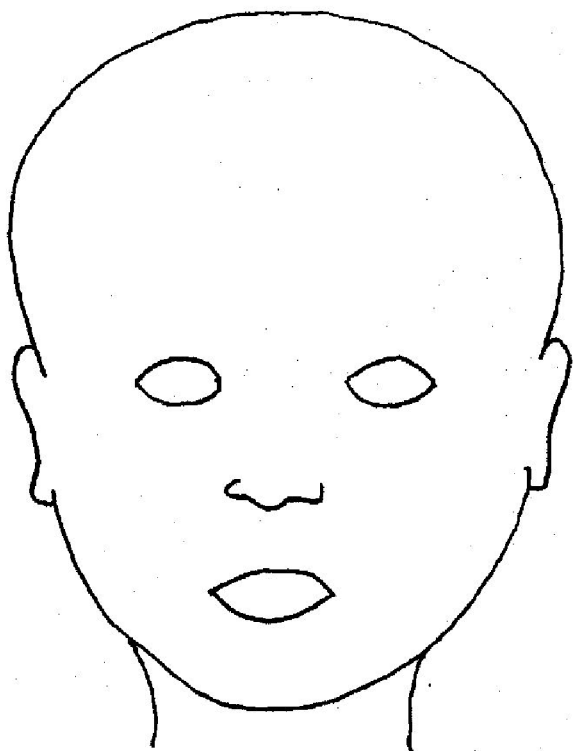
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Date and time of  
observation:

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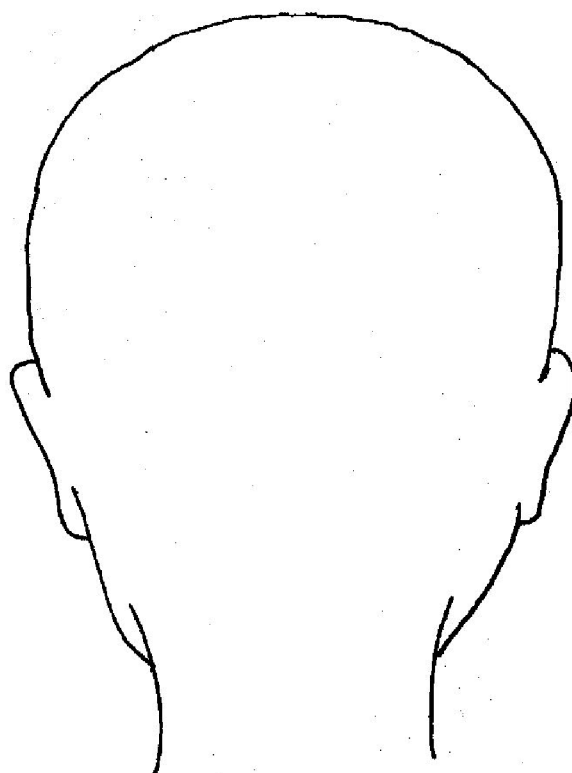
Name of pupil:

Date and time of  
observation:



FRONT

RIGHT

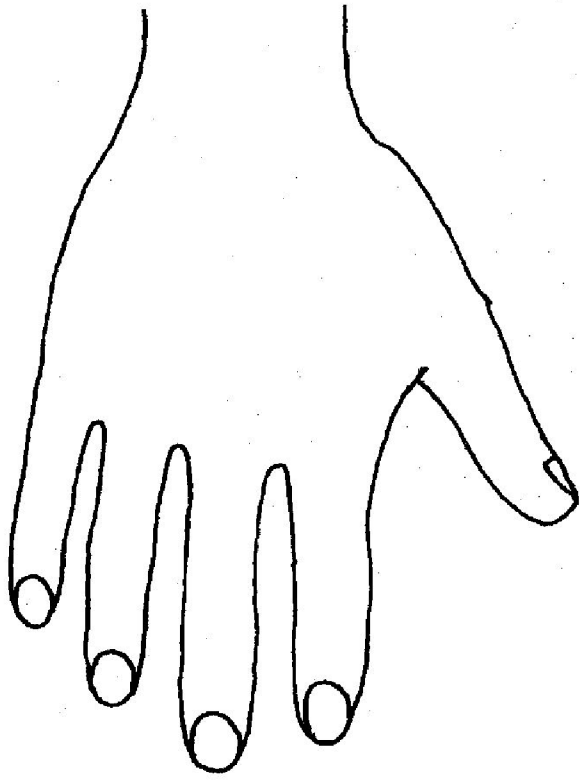


BACK

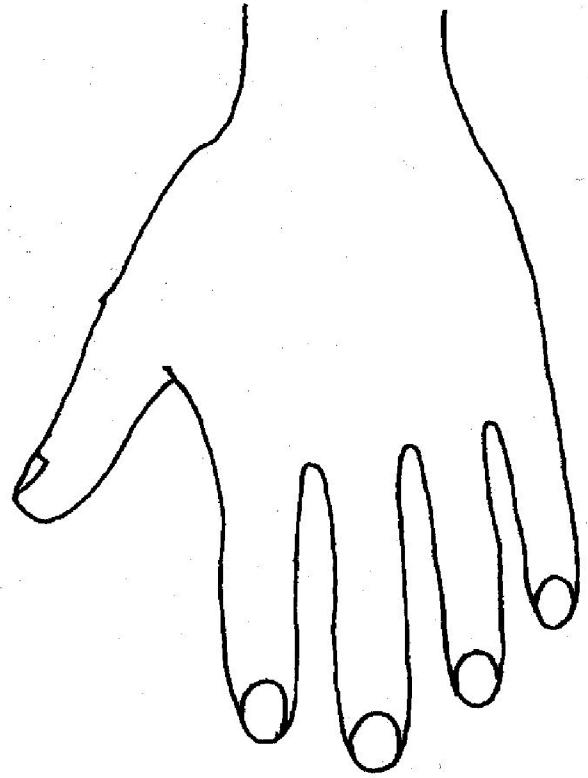
LEFT

Name of pupil:

Date and time of  
observation:



R



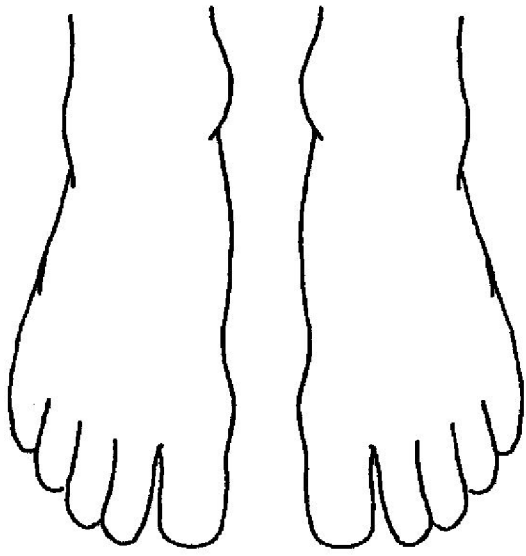
L

BACK

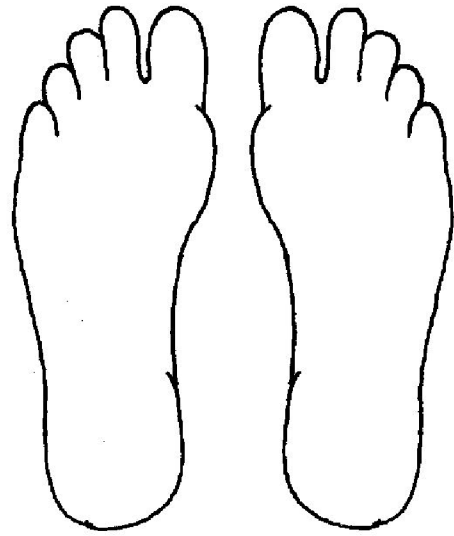


Name of Pupil: \_\_\_\_\_

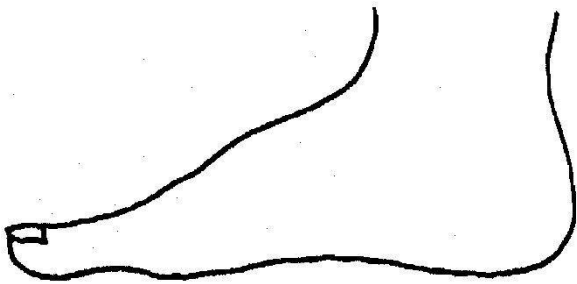
Date and time of observation: \_\_\_\_\_



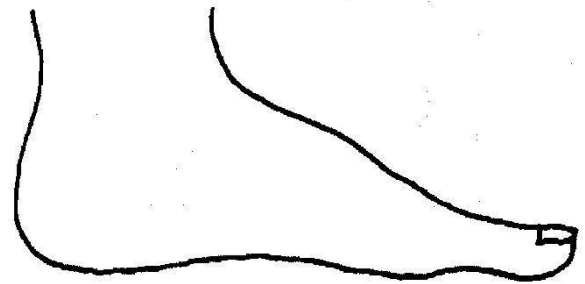
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

