



Hawthorn Park

Community Primary School

Where Care and Learning Count

Safeguarding and Child Protection Policy

July 2021

MODEL SAFEGUARDING POLICY FOR SCHOOLS AND EDUCATION SERVICES**CONTENTS**

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1. INTRODUCTION

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health and development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in the following specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking and Child Criminal Exploitation	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self -Harm behaviours	Children with mental health difficulties or illness

This safeguarding statement is an overview of the key areas of safeguarding: child protection, safer recruitment, health and safety, behaviour, attendance and curriculum and is in line with the Central Bedfordshire's Safeguarding Children Board.

The 2020 Statutory Guidance Position

HPCPS has adopted the main statutory guidance **Keeping Children Safe in Education September 2020** and when implemented **September 2021**)

All organisations who work with children are bound by the overarching statutory inter-agency guidance called **Working Together to Safeguard Children September 2018**. HPCPS has also taken Ofsted guidance into consideration called **Inspecting safeguarding in Schools September 2020**.

2. KEY CONTACTS

Hawthorn Park Community Primary School

Designated Safeguarding Lead:

Name: Mrs Anne-Louise Kyte

Contact details: 01582 945150 or 07754831545

Deputy Designated safeguarding Lead

Name: Miss Clare Lewis

Contact details: 01582 863859 or 01582 945150

Head teacher

Name; Mrs Jeni Houghton

Contact details; 01582 863859

Deputy Head teacher

Name; Mr Nick Marshall

Contact details; 01582 863859

Prevent SPOC coordinator: Mrs Anne-Louise Kyte

Looked After Children Designated Teacher: Miss Clare Lewis

Designated Governor for Safeguarding: Mrs Julia Turner

Contact details: j.turner@hawthornpark.beds.sch.uk

Designated governor for safer recruitment:

Name: Mrs Julia Turner

Contact details: j.turner@hawthornpark.beds.sch.uk

3. SAFEGUARDING STATEMENT

Hawthorn Park is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have an equal right to be protected from harm;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse

- All children/young people have the right to speak freely and voice their values and beliefs
- All children/young people must be encouraged to respect each other's values and support each other
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours and
- All staff, Governors, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse, this includes contextual and extra familial safeguarding.

Hawthorn Park will fulfil their local and national responsibilities as laid out in the following documents: -

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DFE September 2020 and when implemented DfE September 2021)
- Information Sharing (HM Govt July 2018)
- The procedures of Central Bedfordshire Safeguarding Children Board
- The Children Act 1989 and 2004
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE, 2018)
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in Schools and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- Children missing education (DfE advice for schools)
- Child missing from home or care (DfE statutory guidance)
- Child sexual exploitation advice for practitioners (DfE advice for practitioners)
- Domestic abuse (Home Office advice)
- Drugs (DfE and ACPO guidance)

- Teaching online safety in schools DFE 26th June 2019

3. OVERALL AIMS

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Creating an organisational culture that is safe for children
- Introducing appropriate work within the curriculum
- Encouraging children and parents to participate
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way

4. KEY PRINCIPLES

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Central Bedfordshire Safeguarding Children Board Thresholds Framework
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- Every child is entitled to a rich and rounded curriculum
- When issues arise, Head Teachers should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures

5. KEY PROCESSES

All staff should be aware of the guidance issued by Central Bedfordshire Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way. This document is integral to safeguarding children in Central Bedfordshire educational establishments and will always be used to underpin decision making.

6. EXPECTATIONS

All staff and visitors will:

- Be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people
- Be aware of the role and identity of the designated safeguarding leads and deputies for the school
- Undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of safeguarding concerns and possible abuse
- Record concerns on Edukey and alert the Designated Safeguarding Lead; **Anne-Louise Kyte**
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix ONE
- All staff will receive single agency Level 1 training at the point of induction. This will then be updated annually. The Designated Safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals.
- In addition to the above, all staff will receive frequent safeguarding updates (at least annually) which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration CBLSCB priorities, local context, needs of our pupils and identified training needs of staff.

7. THE DESIGNATED SAFEGUARDING LEAD

- **Our Designated Safeguarding Lead; Anne-Louise Kyte** is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. The DSL will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the early help hub, children's social care, health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads: Miss Clare Lewis, supported by Mrs Jeni Houghton and Mr Nick Marshall.

- The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility
- When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the CBSCB Thresholds Framework and initiate a response accordingly. This may include providing a single agency early help response, undertaking an early help assessment, or referral to Children's Social Care for a statutory social work assessment. The Head Teacher will be informed of cases as appropriate especially on going enquires under section 47 of the Children's Act and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- The Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed in line with NCPP "When to call the police" document <https://www.npcc.police.uk/documents/Children>
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required
- Liaise with the Headteacher for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- The Designated Safeguarding Lead will lead regular case review discussions of vulnerable children with the Deputy Designated Safeguarding Leads. Any actions arising from these discussions and the rationale for decision-making will be recorded in case files.
- The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the CBSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- If the need arises – for Looked After Children - sharing information with appropriate staff in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any school protocol and give due regard to which adults have parental responsibility.
- The Designated safeguarding lead will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, (including children with a social worker) are experiencing, or have experienced, with teachers and school leadership staff. This includes ensuring that the school staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances, advice will be sought from Children's Social Care.
- If a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. The practice guidance produced by Central Bedfordshire Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's safeguarding records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local Authority Children's Services and Elective Home Education team.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, the Head Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files.
- Ensure that the school's child protection and other safeguarding policies publicly available and that parents are aware that referrals concerning suspected abuse or neglect may be made and what role the school plays in this.

8. THE GOVERNING BODY

The Governing Body will:

Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education September 2020 (and from September 2021) to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will ensure that:

Hawthorn Park Governing Board will ensure that we comply with our duties under legislation. We must also have regard to this guidance to ensure that the policies, procedures and training in our schools are effective and comply with the law at all times.

Additional information to support governing boards in carrying out their duties can be found in Keeping Children Safe in Education 2020 (and from September 2021) in the leaders and management section and Annex C.

In summary responsibilities placed on our governing board include:

- Ensuring, in conjunction with the CEO and Head Teacher that the Designated Safeguarding Leads fulfil their roles and upholds the schools' statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
 - Ensuring that an effective Safeguarding/child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with our Hawthorn Park Community Primary School staff code of conduct.
 - Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2020 (and from September 2021)– Appendix A and are aware of specific and relevant safeguarding issues.
 - Ensuring that staff induction is in place with regards to child protection and safeguarding
 - Ensuring that all of the Designated Safeguarding Leads should undergo formal child protection training every two years (in line with CBLSCB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
 - Prioritising the welfare of children and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
 - Ensuring that children are taught about safeguarding in an age appropriate way.
 - Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
 - That there is a nominated governor for child protection/Safeguarding on the governing board. The Hawthorn Park Governor is Julia Turner.

NB. Governors will not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

9. A SAFER SCHOOL CULTURE

- The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The school has a culture of listening to, and hearing the voice of the child

10. SAFER RECRUITMENT AND SELECTION

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and Central Bedfordshire's Safeguarding Children Board procedures, including:

- Ensuring the CEO, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- Ensuring written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised
- Mrs Jeni Houghton and Mrs Julia Turner have undertaken Safer Recruitment training. They will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Hawthorn Park Community Primary School is guided by KCSIE 2020 (and from September 2021) and CBSCB local procedures for managing safer recruitment processes.

11. SAFE WORKING PRACTICE

Hawthorn Park Community Primary School has developed a clear Code of Practice that staff understand and have agreed to. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2015*).

12. ALL STAFF RESPONSIBILITIES

- To read and understand Part One of Keeping Children Safe in Education, 2020. Staff and leaders working directly with children must also read Annex A.
- To attend annual Safeguarding/Child Protection training.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

Induction training: All staff members will receive a mandatory induction to familiarise themselves with:

- Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
- Staff code of conduct and safe working practices
- Keeping Children Safe in Education 2021 (and from September 2021)
- Working Together to Safeguard Children 2018
- Information about the signs and indicators of abuse and neglect
- Information regarding child sexual exploitation, female genital mutilation and Prevent Duty as it applies to Hawthorn Park Community Primary School.
- Information on what to do if they have concerns about a child or young person.

13. WHEN TO BE CONCERNED

Our school operates a child-centred, coordinated and open approach to safeguarding: Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

The school and all staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

14. CHILDREN WHO MAY REQUIRE EARLY HELP

All staff need to be aware of, and understand, their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers working within the schools need to be alert to the potential need for early help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

All staff need to be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. Staff need to be aware of contextual safeguarding and the need to keep children safe outside of the family home. Any concerns and or disclosures should reported on Edukey and staff should always err on the side of caution and report it at the earliest stage.

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Staff support, care and guidance is vital to make sure this very vulnerable pupil grouping is safe at all times

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

The school recognises it has an important role to play in promoting positive mental health for all pupils. The school's processes and procedures for identifying, and responding to mental health problems for pupils is detailed in the school's Mental Health and Well -Being policy.

- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

Risk reduction

- The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty.
- This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board and Tennyson Road Learning Community..
- In accordance with the Prevent Duty, Anne-Louise Kyte is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form
- In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation
- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child, protection referral will be made to the Multi Agency Safeguarding Hub.

19. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: FEMALE GENITAL MUTILATION / FORCED MARRIAGE / MODERN DAY SLAVERY

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.

- If the school are concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry This includes:
 - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
 - Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
 - Breaching a Forced Marriage Protection Order
- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).
- These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- Forced marriage and illegal adoption (if other constituent elements are present)

20. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: PEER ON PEER ABUSE

- The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:
 - Cyber-bullying
 - Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)

- Abuse in relationships between peers.
- Physical and Sexual assault
- Sexual violence or harassment
- Sexually harmful or problematic behaviour
- Upskirting; which involves taking a picture under someone's clothing without their knowledge to obtain sexual gratification or to cause the individual humiliation, alarm and distress.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- The school recognises that this can happen in school but pupils are also at risk of peer on peer in the community. The school works with children and parents to identify and minimise those risks.

Hawthorn Park Community Primary School will follow **Sexual violence and sexual harassment between children in schools and colleges** May 2018 when responding to such issues alongside school and local interagency procedures and the Harmful Sexual Behaviours strategy.

The school will include respond to any reports of peer on peer abuse in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrators and other children. The school will respond to reports of sexual violence and sexual harassment on a case-by-case basis considering the CBSCB thresholds framework, whether a criminal offence may have been committed, and whether a report to the Multi-Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

21. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: SEXUALISED BEHAVIOURS

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care

In all cases of peer on peer abuse, the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the CBSCB Thresholds Framework. This will include offering support in school such as nurture or counselling support or referring to specialist agencies.

- A risk assessment will be used to identify, risk and specify action to minimise that risk as a way of protecting any perpetrator or victim of inappropriate sexualised behaviour.
- Where necessary, the school behaviour policies will be invoked, and any sanctions applied will be consistent with these procedures
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police

22. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: GANG RELATED VIOLENCE

- The school recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime with in the local community. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing

practices. The school recognises the risk to pupils who have increasing levels of independence outside the home being groomed for gang activity. The school will work with other agencies to manage the risk of contextual safeguarding incidents. This will include the submission of Multi-agency information sharing forms and child protection referrals when appropriate.

- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response.

23. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: SERIOUS VIOLENCE

School staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them;

- If a child is thought to be at risk of significant harm through serious violence, a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- The school's DSL attends local partnership meetings to understand the current risks within the local community and the actions being taken by partner agencies.

24. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: YOUTH GENERATED SEXUALISED IMAGERY

- Hawthorn Park recognises that our pupils spend a significant part of their lives communicating on line either by messaging services or via online games. The risk that this presents to our pupils is managed through the PHSE curriculum, assemblies, online safety workshop delivered by the police and direct work with parents. Information and advice is made available to parents via the school website and facebook page.
- The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:
 - The incident should be reported to the Designated Safeguarding Lead as soon as possible.

- The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff.
 - There should be subsequent interviews with the young people involved (if appropriate).
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- An immediate referral will be made to the Police and Social care in the following circumstances:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the imagery is under 13
 - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
 - If none of the above applies, the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren
 - The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice
 - Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.
 - All incidents will be recorded.

25. CONTEXTUAL SAFEGAURDING;

CHILD SEXUAL EXPLOITATION AND CHILD CRIMINAL EXPLOITATION-

- At Hawthorn Park we recognise the importance of contextual safeguarding and the risk children face outside of the family home environment both in the community and online..
- We know that this can take the form of child sexual exploitation and child criminal exploitation along side the risk of being drawn into county lines and gang activity.
- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE, 2017)

- We know child sexual exploitation can occur through use of technology without the child's immediate recognition, for example, the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
- The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure through training that staff are alert to signs and indicators.
- Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated. . Where parental consent cannot be obtained, advice will be sought from the Early Help Hub
- If a child is thought to be at risk of significant harm through contextual safeguarding incidents a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- In all cases intelligence will be shared with Bedfordshire Police using the information sharing form which when appropriate will also be copied to the Single Point of Contact for CSE within Central Bedfordshire Borough Council

26. CHILDREN IN SPECIFIC CIRCUMSTANCES

- Further guidance in relation to safeguarding children in specific circumstances can be located in the Central Bedfordshire Safeguarding Children Board / Central Bedfordshire Borough Council procedures as listed below and in Keeping Children Safe in Education 2020 (2021). Hawthorn Park safeguarding team will follow this guidance when responding to safeguarding concerns or incidents where children have been harmed or put at risk of harm.

27. MENTAL HEALTH

- All staff need to be aware that mental health problems may be a sign that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.
- The schools' response and protocols around children's mental health are detailed in the school's Mental Health and Emotional Well- being Policy.
- Only professionally trained staff can make a diagnosis of a mental health problem, however school staff through daily observation of children can identify where behaviours suggest a mental health problem may be developing for a child.
- It is important that staff are aware of the impact of abuse and adverse childhood experiences can have on a child's educational and mental health needs.
- If staff have a mental health concern about a child, which is also a safeguarding concern, then they must take immediate action following the procedures contained in this policy and speaking to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

28. INVOLVING PARENTS / CARERS

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy via the school website and newsletter with paper copies being available on request.

29. RECORD KEEPING

Child Protection records are kept centrally using the **Edukey** electronic recording system and kept securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child Protection records must not be kept in the child's academic file. Once a concern has been recorded on **Edukey** the designated safeguarding lead and other members of the safeguarding team will be alerted by email. Copies should not be retained by the member of staff or volunteer. Any concerns raised by visitors, trainees or volunteers of the school will be requested to complete a paper safeguarding form which will then be added to the child's electronic Edukey file.

30. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS (LADO PROCEDURES)

Hawthorn Park Community Primary School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education 2020 Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors and the Designated Officer at the local authority (LADO). Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.

If the Head Teacher are not available, the member of staff should report their concerns to the most senior member of staff available who will contact the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

Hawthorn Park Community Primary School is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out in Central Bedfordshire Safeguarding Children Boards procedures.

31. THE USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

32. CONTACTS AND FURTHER INFORMATION

To log a safeguarding concern within school please log on to Edukey using your personal password- click on the safeguarding tab, choose "Report a concern" and then log in using the school password.

To report a child protection concern to children's social care, contact the following;

For children living at a Central Bedfordshire address;

Children's Social Care, Early Help Services and Family and Youth Information Service are all accessible via one number;

0300 300 8585

To make a child protection referral to children's social care use the Bic 100 form found on the following link;

<https://forms.centralbedfordshire.gov.uk/officeforms/Bic100.ofml>

For Children living at a Luton Address;

Multi Safeguarding Hub (Mash)

01582 547653

To make a child protection referral to Luton Children's Social care –use the safeguarding Referral Form found on the following website;

https://www.luton.gov.uk/Health_and_social_care/safeguarding/safeguarding_children/Pages/default.aspx

Out of hours duty team for both authorities;

0300 300 8123

If a child is at immediate risk then call 999

If you have safeguarding concerns about a member of staff then speak to Mrs Jeni Houghton or Anne-Louise Kyte.

If you have safeguarding concerns about the Head teacher then contact;

The Local Area Designated Officer (LADO) for Central Bedfordshire can be contacted on; Stephen Lagan
Email: stephen.lagan@centralbedfordshire.gov.uk **Tel: 0300 300 4825**

APPENDIX ONE

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly, what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. This should be done using this online reporting system **Edukey**. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.