



# MOD SCHOOLS OVERSEAS

## Child Protection and Safeguarding Policy and Procedure

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This policy will be reviewed **at least** annually and/or following any updates to national and local guidance and procedures.

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# CHILD PROTECTION AND SAFEGUARDING POLICY

## Part 1 Child protection

### 1.1 STATEMENT

The school fully recognises the contribution it can make to support and protect pupils. We will provide a positive school environment which is safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. If there are circumstances that make any member of staff suspect that a child is suffering from abuse or neglect this must be reported to the **Designated Safeguarding Lead (DSL)** or Deputy, as soon as possible, and at least within the same working day that the concern emerges.

### 1.2 PRINCIPLES

- The child's needs are PARAMOUNT
- Safeguarding is everyone's responsibility and all staff have an equal responsibility to act on any suspicion or disclosure that a child is at risk of harm
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We will always listen to children and give him/her a voice
- All staff members need to be aware of these Child Protection procedures, and will receive appropriate support if involved in a child protection issue
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time, and to prevent problems escalating

### 1.3 THE AIMS OF THE CHILD PROTECTION POLICY

#### Prevention

To ensure a positive school atmosphere; teaching and pastoral support to pupils; assurance that all staff will be appointed in accordance with guidance and safer recruitment practice

#### Protection

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns

#### Support

To all pupils and school staff and especially to children who may have been abused

### 1.4 THE SCHOOL COMMITMENT

Safeguarding and child protection is the responsibility of everyone within the school, although some staff have key responsibilities. We recognise that positive self-esteem, confidence, supportive friends

and clear lines of communication with a trusted adult help all children and especially those at risk of, or suffering from, abuse.

Staff in this school have a commitment to taking a child centred approach to safeguarding young people within the school. A child centred approach is fundamental to safeguarding and promoting the welfare of every child. This means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

Staff will therefore:

- Establish and maintain an ethos where children feel secure, are listened to, and encouraged to talk
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse in the real and on-line worlds
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that every effort will be made to establish effective working relationships with parents, as well as with colleagues from other agencies

## 1.5 LEGISLATION AND GUIDANCE

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- The Children Acts 1989 and 2004
- The Education Act 2002 s175 / s157
- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- What to do if you are worried a child is being abused (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Disqualification under the Child Care Act 2006
- The Children and Families Act 2014
- Children Missing Education 2016 (DfE)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)

## 1.6 ASSOCIATED POLICY DOCUMENTS

DCYP/MoD Schools Safeguarding Directive

DCYP/MoD Schools Managing Allegations Against Staff Directive

Joint Service Publication 834

MOD Whistle Blowing and Raising a concern Policy

JSP 740 MOD Acceptable User Policy

Within school policy documents

School Behaviour policy

Attendance policy (including children missing from education)

Staff code of conduct

## 1.7 LOCAL COMMAND ARRANGEMENTS

The British Army Germany (BA(G) Safeguarding Board (SB) established under the authority of the General Officer Commanding (GOC) in line with Joint Services Publication (JSP) 834. The (BA(G) Safeguarding Board works within the principles under Section 13 of the Children Act 2004 and (SO(BA(G)) 3351.

The (BA(G) Safeguarding Board agrees how local services and professionals should work together to safeguard and promote the welfare of children. The policies and procedures are developed by the (BA(G) Safeguarding Board and its subgroups and are regularly reviewed and updated in line with national legislation, regulations and guidance in the UK primarily the Children Act 1989 and 2004 and Working Together to Safeguard Children. MOD Schools are represented on local Safeguarding Boards/Committees.

The policies, procedures and guidance produced by the (BA(G) Safeguarding Board and its subgroups and are regularly reviewed and updated in line with national legislation, regulations and guidance in the UK primarily the Children Act 1989 and 2004 and Working Together to Safeguard Children. MOD Schools are represented on local Safeguarding Boards/Committees.

As well as this statutory requirement, schools have a pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Children learn most effectively when they feel secure.

## 1.8 ROLES AND RESPONSIBILITIES WITHIN SCHOOL

**The Designated Safeguarding Lead (or Deputy)** is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team, are familiar with Annex B, KCSIIE, and have had additional training in safeguarding which is regularly updated. They know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate and make referrals if necessary.

**The School Governance Committee (SGC)** has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

**The Head Teacher** ensures that the safeguarding policy and procedure are understood and being implemented by staff.

**All Staff** have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

## 1.9 THE KEY RESPONSIBILITIES OF THE DSL INCLUDE:

- To have sound knowledge of, and to follow, local Command procedures for child protection
- To ensure that all staff report any concerns about children or suspicion of child abuse to the DSL
- To co-ordinate consultation and action within the school
- To make referrals of all cases of suspected child abuse to Children's Social Care
- To liaise with other agencies and co-ordinate the most appropriate school representative to attend Child Protection conferences/reviews/core groups and related meetings
- To monitor the transfer of pupils and their records, maintaining contact with other relevant schools where there is more than one child in the family
- To attend a range of safeguarding related training, eg Multi-agency training (level 3); Prevent; early help; child protection case conferences; domestic abuse; FGM
- To ensure that all staff have knowledge about Command procedures through school based INSET and the implementation of a school policy which includes an internal procedure. Facilitating regular updates on current safeguarding/child protection issues annually as a minimum
- Be aware of all school Outdoor Educational Visits and Residentials, and clarify with Outdoor Visits Coordinators their role and responsibility in connection with Child Protection

## 1.10 KEY CONTACTS FOR MULTI AGENCY PARTNERS

It is the school's duty to immediately inform Children's Social Care of any cases of suspected or actual abuse.

British Forces Social Work Service ((BA(G) and EJSU)

## 1.11 DEFINITION OF ABUSE AND NEGLECT AND KEY INDICATORS

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse may be committed by adult men or women and by other children and young people.

**1.12 Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**1.13 Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and

limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**1.15 Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **1.16 Indicators of abuse – what you might see**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for his/her age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns straight away – you do not need ‘absolute proof’ that the child is at risk.

### **1.17 If you suspect a pupil is at risk of harm**

There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. If, following your conversation, you remain concerned, you should discuss your concerns with the DSL.

## **1.18 DEALING WITH DISCLOSURES**

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that, to be able to help them, you must pass the information on – staff are not allowed to keep secrets.

If a child discloses:

- Reassure the child that they have been taken seriously
- LISTEN – do not put words into the child’s mouth
- Give the child time – do not stop the child in mid-flow
- To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- Note the timing and record accurately, using the child’s own words
- Know the limit of your role and pass on the information appropriately
- Do not allow the child to believe you will keep the disclosure secret

## **1.19 PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT A CHILD**

- Report concerns to the Designated Safeguarding Lead or Deputy, or in case of the absence of the DSL and Deputy, directly to the Head Teacher or Deputy Head Teacher immediately and at least within the day the concern emerges
- Record using the MyConcern safeguarding software your concern and let the DSL know you have done so. If in the event that is not available, complete a Record of Concern Form (copies are located in the staff room) stating concerns/disclosure in a factual manner and using the child’s own words
- The DSL / HT will discuss concerns with parents, unless to do so would place the child at greater risk
- The DSL / HT may approach the Statutory Social Care Provider for advice or the school’s Senior Education Social Worker
- The DSL will make the referral if necessary
- Any member of staff can make a referral if you consider it is not being managed appropriately or if for some reason the DSL/Deputy/Head Teacher is not contactable



## 1.20 REFERRAL TO CHILDREN'S SOCIAL CARE AND NOTIFYING PARENTS

The DSL will make a referral to Children's Social Care if it is believed that a pupil is in need, is suffering, or is at risk of suffering, significant harm. The aim will always be to make a referral with consent, and for the pupil and parents to be informed that a referral is being made. The exception to that is if the DSL believes that to do so would increase the risk to the child, in which case the referral may be made without consent. It is important to note that any member of staff can make a referral if they are concerned about the way in which the case is being managed, or if for an unforeseen reason the DSL or Deputy DSL is not available.

## 1.21 MANAGEMENT OF ALLEGATIONS AGAINST STAFF

There are occasions when pupils accuse staff of abuse or misconduct. It may also be that staff observe inappropriate behaviour by another staff member or volunteer. You must report the matter without delay to the Head Teacher. All allegations will be treated seriously and investigated fully. The Head Teacher will then follow the DCYP/MOD policy directive 3.2.2. Procedure for Managing Allegations against Staff and will contact the Safeguarding Manager for MOD Schools mobile 0172 2000964. The matter will be dealt with confidentially while at the same time adhering to the requirement to report any relevant matters in the interests of the child/ren. If there are Local Command procedures in place, these will also be followed, which may include contact with the Allegations Management Officer (usually known as a LADO in the UK).

**If the allegation is made against the Head Teacher, it must be reported directly to the MOD Schools Chief Executive Officer for Education, DCYP; who will then initiate procedures as previously described.**

## 1.22 ABUSE OF POSITION OF TRUST

Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity in the real or digital worlds between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Staff receive training on how to identify grooming behaviour. Any such concerns must be reported to the Head Teacher as outlined in the previous paragraph on managing allegations against staff.

## CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

### 1.23 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

The school identifies pupils who might need more support to be kept safe or to keep themselves safe by having a strong pastoral system and working closely with parents and other professionals as appropriate.

Children with SEND may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. education, health, education psychology, education social work,) there will be an inter-agency assessment i.e early help.

See Attenborough SEND Policy

## 1.24 BULLYING

Bullying can be direct (physical, verbal, non-verbal) and/or indirect (cyber-bullying/e.safety). All bullying is a safeguarding issue (for example pupil behaviour and pastoral care) and can also be a potential child protection concern (under the Children Act 1989, if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'). The School has a Behaviour Policy Policy, where children and young people are encouraged to talk to staff about any concern, will be supported, and any underlying issue will be tackled. The School will work with key partners as appropriate.

The school follows 'Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies', July 2017.

## 1.25 PROTECTING CHILDREN FROM RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty' and works to protect children from the risk of radicalisation through the teaching of British values and by being alert to behaviour which could indicate they may be in need of help or protection. All staff undertake as a minimum Prevent training. Staff will pass any concern on to the DSL, as with any other safeguarding concern. The DSL will cooperate with local Safeguarding Board/Committee process and procedure to identify and refer concerns.

## 1.26 FEMALE GENITAL MUTILATION (FGM)

Teachers have a mandatory reporting duty under Section 74 of the Serious Crime Act 2015 to report to the police where they discover that FGM appears to have been carried out on a girl under 18. All staff undertake the Home Office approved training on FGM, and are alert to the potential indicators that a girl may be at risk of FGM, or has already suffered FGM. Teachers are responsible directly for passing this information onto the Police, and will also alert the DSL as outlined in the child protection procedure. All other school staff have a duty to safeguard young people from FGM and therefore there is a requirement that they report cases of FGM to the police - if required the DSL will support non-teaching staff to take the appropriate action.

## 1.27 CHILD SEXUAL EXPLOITATION (CSE)

The school follows the government guidance 'Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)'. 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.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The school is alert to CSE, staff will contact the DSL for advice, who will contact Children's Social Care if they have a concern a young person is at risk of, or already a victim of, CSE. The indicators of CSE may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

## 1.28 'HONOUR BASED' VIOLENCE (HBV)

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The School is alert to HBV, staff will contact the DSL for advice, who will contact Children's Social Care if they have a concern about HBV.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151

## 1.29 PEER ON PEER ABUSE

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

The school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

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

Incidents of peer on peer abuse will be recorded on MyConcern and dealt with by the SLT. The school will support the victims of peer on peer abuse by providing appropriate support to both parties, which could include additional pastoral support, working closely with parents, and outside agencies, such as CAMHS, police, SESW.

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’. Creating and sharing sexual photos and videos of under-18s is illegal and is complex for the school to manage. The advice supports us in tackling the range of issues which these incidents present, in a balanced and proportionate way, including responding to disclosures, handling devices and imagery, risk assessing situations and involving other agencies.

There is no clear definition of sexting but the school accepts the phrase introduced by UKCCIS of ‘youth produced sexual imagery’ and uses this instead of ‘sexting’ because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos.

### 1.30 SEXUAL VIOLENCE AND HARASSMENT

The school follows the government guidance: ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE 2018). Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. All incidences of sexual violence and sexual harassment must be recorded on MyConcern and reported to the DSL immediately.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware that statistically it is more likely that girls will be the victims of sexual violence and sexual harassment however, staff recognise the difficulties that boys experience with disclosures of a sexual nature and, that sexual violence can and is perpetrated by both boys and girls.

In this school we make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We do not accept that sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. Staff should challenge, record on MyConcern and report to DSL behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.

Children who are lesbian, gay, bi, or transgender (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Staff should always be mindful that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language and therefore as a school we have an ethos of educating and challenging assumptions and pre-conceived ideas about relationships sexual or otherwise.

Our school takes an integrated approach to raising children’s awareness of both sexual violence and harassment and addresses these topics in an age-appropriate manner. Through the teaching of Relationships and Sexuality Education (RSE), delivered as part of the whole-school’s Personal, Social, Health and Emotional education curriculum (PSHE), our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. It is a spiral curriculum which ensures that topics are taught in a developmental manner throughout the child’s career at school.

It is through this teaching that children acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development. They are introduced to healthy and respectful

relationships and debate what respectful behaviour looks like. Through developing age-appropriate ideas relating to body confidence and self-esteem, children discuss touching and what constitutes appropriate and inappropriate behaviours

### 1.31 DEFINITIONS FOR THE PURPOSE OF THE POLICY:

#### **Sexual Violence:**

When 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.

#### **Sexual Harassment:**

For the purpose of this policy when referring to sexual harassment we mean '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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges); sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

### 1.32 CHILDREN DISPLAYING SEXUALLY HARMFUL BEHAVIOUR

The management of children and young people with sexually harmful behaviour is complex and the DSL will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child

protection procedures will be followed for both victim and perpetrator. Staff will use the Brook Sexual Behaviours Traffic Light Tool to assist them in identifying and responding appropriately to sexual behaviours.

### 1.33 PRIVATE FOSTERING

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled. Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to, or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. The School will notify Children's Social Care if they become aware a child or young person is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

### 1.34 LOOKED AFTER, PREVIOUSLY LOOKED AFTER AND ADOPTED CHILDREN

This school recognises that children looked after, previously looked after and adopted children may be additionally vulnerable and will work together with carers (and parents as appropriate) to ensure the needs of these children are understood; this may involve working in partnership with other agencies e.g. Children's Social Care. The School will ensure they understand the child's legal status and will appoint, when required and appropriate, a member of staff to promote the educational achievement of looked after, previously looked after and adopted children.

### 1.35 CONFIDENTIALITY AND SHARING INFORMATION

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor in keeping children safe. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing and provide a framework to ensure that personal information about living individuals is shared appropriately.

The school works to the DfE guidance 'Information Sharing Advice for Practitioners' and follows the 'seven golden rules for information sharing', as well as in accordance with Safeguarding Board protocols in respect of sharing information.

See Staffroom Noticeboard

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, parents and staff involved but also to ensure that information is not compromised in the event of a criminal investigation. Where a member of staff has a concern about a child they must immediately record their concerns using MyConcern, and verbally inform the DSL. Staff should only discuss concerns with the DSL, Head Teacher, MOD Schools Safeguarding Team, unless they believe the matter is not being appropriately managed, in which case they can make contact directly with Children's Social Care.

Where staff have a concern that relates to an allegation against another member of staff they must follow the DCYP Directive Allegations Against Staff and Volunteers who work in MOD Schools and settings overseas, as at para 1.21.

## 1.36 RECORDS AND MONITORING

All records are stored in accordance with DCYP Record Keeping Guidance and in line with the requirements of General Data Protection Regulation (GDPR) and Data Protection Act 2018. Safeguarding records will be held securely within the MyConcern safeguarding software system which is only available to relevant individuals. Paper records will be stored in a locked facility with access only to those with a need to know.

Reports written by school staff (for early help, child in need, child protection) will ordinarily be shared with parents, unless to do so would place a child at risk. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they should refer the request to the DSL. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Well-kept records are essential to good child protection practice. The School is clear about the need to record any concerns held about a child or children within our setting, on the understanding that:

- All written information concerning child protection is kept securely within the MyConcern safeguarding software system, or in a central file held by the DSL
- All written information will be dated and timed and should only contain factual information that cannot be misinterpreted, using the child's own words as far as possible
- Any third-party involvement should be clearly acknowledged
- All CP records will be kept separate from school educational files
- When a child transfers to another school, the information will be transferred by the DSL to the new school's DSL immediately, taking the necessary steps to ensure its security in transit. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. We will record where and to whom the records have been passed and the date.



## 1.37 WORKING WITH PARTNER AGENCIES

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. This school achieves this by staff following requirements in this safeguarding and child protection policy; identifying need early and sharing information at the earliest opportunity so that relevant professionals, including those from other agencies, can be engaged to help children at the earliest opportunity.

## 1.38 SUPPORTING PUPILS AT RISK

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk.

This school will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of a school behaviour management policy
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays, this is vital to ensure that all children are supported within the school setting
- regular liaison with other professionals and agencies who support the pupils and their families
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

## 1.39 VULNERABLE GROUPS

The School recognises that some groups of children are more susceptible to risks than others, and may experience poorer outcomes if their needs are not met. Identifying and supporting individual children and young people within these vulnerable groups is a priority. Groups include:

Children with SEN and Disabilities

Children with English as an Additional Language

Children missing education

Children who are 'in need' or who have 'child protection plans'

Children who are looked after

Children at risk of sexual exploitation

Children at risk of female genital mutilation, honour-based violence, forced marriage

Children placed for adoption or who are adopted

Young carers

Some minority ethnic children

Lesbian, gay and bisexual pupils  
Transgender pupils  
Pupils who are pregnant  
Children at risk of being drawn into extremism

## Part 2 Safeguarding

### 2.1 STATEMENT

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils, and to protect them from harm in both the real and on-line worlds. The policy and procedures contained in this document apply to all staff, volunteers and SGC members.

**Safeguarding** and promoting the welfare of children refers to

- the process of protecting children from abuse or neglect
- preventing the impairment of health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- helping children to enter adulthood successfully

**Child protection** is part of safeguarding and refers specifically to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

**(Based on Working Together Guidance)**

### 2.2 PRINCIPLES

Our core safeguarding principles which apply to all staff, volunteers and SGC members are:

- Children come first, their welfare and safety are of paramount importance
- It is the responsibility of all staff, volunteers and SGC members to safeguard and promote the welfare of children
- The educational environment we provide for children will be safe, secure and caring where they will be valued as individuals

- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time
- We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection
- These principles extend beyond the school gates to include off-site and residential visits
- We will all maintain an attitude of “it could happen here” where safeguarding and child protection is concerned
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review

## 2.3 AIMS

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent and good practice is embedded across the school
- To use this document as a point of reference when there are safeguarding concerns and to regularly review its effectiveness

## 2.4 LEGISLATION AND GUIDANCE

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- The Children Acts 1989 and 2004
- The Education Act 2002 s175 / s157
- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- What to do if you are worried a child is being abused (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Disqualification under the Child Care Act 2006
- The Children and Families Act 2014
- DfE Children Missing Education 2016

## 2.5 ASSOCIATED POLICY DOCUMENTS

DCYP/MoD Schools Safeguarding Directive

DCYP/MoD Schools Managing Allegations Against Staff Directive

Within school policies

Attendance  
Behaviour  
Anti-bullying  
On-line safety  
Staff conduct  
Whistle-blowing

## 2.6 ROLES AND RESPONSIBILITIES WITHIN SCHOOL

**The Designated Safeguarding Lead (or Deputy)** is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team and have additional training in safeguarding which is regularly updated. They know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate and make referrals if necessary. There is a clearly defined set of functions associated with this role.

**The School Governance Committee** has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

**The Head Teacher** ensures that the safeguarding policy and procedure are understood and being implemented by staff.

**All Staff** have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

## 2.7 STAFF CONDUCT

The school has a staff behaviour policy/code of conduct and adheres to the Safer Working Practice Guidance produced by the Safer Recruitment Consortium. The content of the guidance is discussed at staff meetings.

Good practice includes:

- treating all pupils and other members of staff with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse

## 2.8 COMPLAINTS AGAINST EMPLOYEES

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. If a complaint contains information about a safeguarding or child protection concern, the Procedures for Dealing with Allegations against Staff will be followed as outlined in the Child Protection Policy. In all other cases, the MOD Schools Complaints Procedure will be followed. These must be referred to the Head Teacher, unless it is against the Head Teacher in which case it must be referred to the Senior Principal for Education at the Directorate for Children and Young People (DCYP).

<https://www.gov.uk>

## 2.9 STAFF TRAINING

All staff, volunteers and SGC safeguarding governors receive core child protection and safeguarding training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

**Induction to Child Protection** is a one hour on line programme with a short quiz which staff must complete to be able to receive a certificate. In addition, all new staff must read Part 1 of Keeping Children Safe in Education and complete the quiz at the end to demonstrate that they have “read and understood” the document. The DSL has responsibility for ensuring this is completed. New staff must also be given copies of the Child Protection and Safeguarding Policy; the behaviour policy; as well as the Staff Behaviour Policy.

**Basic safeguarding training** all staff within 12 weeks of starting work, this will be delivered by MOD Schools Senior Education Social Workers in (BA(G)/EJSU/Cyprus and by SSAFA social workers in Brunei and the Falklands.

**Multi-agency advanced safeguarding training** Head Teachers, Designated Safeguarding Leads and Senior Leadership Team members as appropriate, this will be delivered through local Command Safeguarding Boards and Committees.

**Ongoing safeguarding updates** will be provided regularly to all staff, and as a minimum annually, on safeguarding related themes, e.g. safer working practice; on-line safety which will be coordinated by the DSL. In addition, a generic safeguarding update is available through the education social work team.

## 2.10 SAFER RECRUITMENT

All staff will be recruited in line with the guidance contained within Keeping Children Safe in Education and, if offered employment, will include Enhanced Disclosure and Barring Service check, with a Barred List Check for those engaged in regulated activity. If staff have lived or worked outside the UK they must apply for an overseas Criminal Records Check, information on this process can be located by visiting the website

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>.

Any interview panel will have a least one person trained in Safer Recruitment and the process will be initiated and managed by Defence Business Service (DBS) for teachers and local Labour Support Units for support staff. The school recognises this is only one part of creating a safe environment for children and promotes the safer working practice guidance at all times.

## 2.11 SINGLE CENTRAL RECORD

The single central record is a register of all staff who provide education to children or who come into regular contact with the children in school. It is the responsibility of the DSL to ensure that this record is maintained, accurate and up-to-date. It is inspected by Ofsted and will include all of the required data as defined in Keeping Children Safe in Education, as well as a record of staff training.

## 2.12 MONITORING VISITORS

All visitors to school will report to the school office and may be asked for ID, if appropriate. They will be asked to sign in and given a visitor's badge to wear. If a staff member sees a 'visitor' going around the school without a badge he/she should challenge the visitor and report the matter to the school office.

## 2.13 EARLY HELP

In accordance with Working Together 2018 the school recognises that providing help early is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. The school is committed to identifying problems as early as possible and has key staff trained in conducting early help assessments, including the DSL, and may act as Lead Professional where that is the preference of children and/or parents. This work will only be done with the consent of the child and/or parent, and the school will work closely with other agencies involved in supporting the child.

## 2.14 ATTENDANCE/CHILDREN MISSING EDUCATION

In accordance with KCSIE and JSP 834 Pt 1 this school recognises that educational achievement contributes significantly to children's wellbeing and development. It is recognised that children with poor attendance are at increased risk from abuse, neglect, child sexual exploitation and radicalisation. Staff will receive the appropriate training so that they can identify the signs and triggers for travelling to conflict zones, FGM and forced marriage, and will highlight any concerns to the DSL. The aim will be to address any reasons for non-attendance early.

Knowing where children are during school hours is an extremely important aspect of safeguarding. The school has a rigorous Attendance Policy which includes a range of measures such as First Day Calling, contact with the Unit Welfare Office, and partner agencies. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date telephone numbers for parents/carers. Parents will be asked to keep the school informed of any changes to telephone numbers. Where we expect a child to attend the school, but they fail to take up the place we will inform Unit Welfare and if appropriate DCYP. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The Senior Education Social Worker / Safeguarding Manager / Inspection Advisory Service/Principal Educational Psychologist will be informed about any child/ren who are regularly absent from school or:

- have missed 10 school days or more without permission;

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- have been permanently excluded.

## 2.15 CHILDREN WITH MEDICAL NEEDS

There will be occasions when children are temporarily unable to attend school for an extended period of time because of their medical needs. Where practicable school will support the continuing education of the child and work will be sent home. The procedure for dealing with this is included in the school's attendance policy.

## 2.16 OUTDOOR EDUCATION AND OFF-SITE EDUCATIONAL VISITS

The school values and encourages pupils to take advantage of a wide range of activities away from the school premises. We recognise there are inherent risks in some of these activities, and there will always be consultation with parents. The school has an Outdoor Education Visits Coordinator who will ensure that relevant risk assessments are conducted in accordance with MOD Schools residential and outdoor visits policy. This will include ensuring that any organisation providing activities will be checked to ensure that they have appropriate procedures in place, including safer recruitment procedures.

## 2.17 PHOTOGRAPHY AND IMAGES

Staff will be clear about the purpose of recording images and about what will happen to them once the activity is concluded. Informed written consent from parent/carers is sought in the admissions process. Staff should **ALWAYS** use school issued cameras and video recorders. Personal smartphones, tablets etc. should **NEVER** be used to take and up load photographs. Images should **NEVER** be stored on home computers. Equally, personal photographs of family members, holidays, parties etc. should **NEVER** be taken on school equipment or stored on the school network.

In exceptional circumstances staff can request a waiver to use their own personal equipment. This may be granted if it can be shown that no alternative is available and should always be pre-planned rather than an on the spur of the moment decision. In such circumstances, a school SD card must be used and images should only be stored on the school network. You should seek written consent from either the Head Teacher or DSL.

## 2.18 ON-LINE SAFETY

All school staff must make themselves aware of the school's acceptable user policy which follows the requirements of JSP 740 MOD Acceptable User Policy

The internet and related technologies are powerful tools which open up new prospects for communication and collaboration. Education is embracing new technologies as they bring with them fresh opportunities for both teachers and learners. They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation, age inappropriate on-line games, technology often provides the platform that facilitates harm. The harm might range from sending hurtful or abusive texts (sexting) and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school teaches children to stay safe on-line through the curriculum, and also has an E.Safety Coordinator whose role is to coordinate and promote a safe and responsible e-Safety culture across the school. The school's on-line safety policy/acceptable user policy explains what we do to keep pupils safe.

The School and SGC ensure appropriate filters and monitoring systems are in place, so for example, chatrooms and social networking sites are not accessible in school. However, we recognise that many pupils are able to access the internet using their own data plans. To minimise inappropriate use, as a school we educate students about the dangers of on-line abuse, and e.g., inappropriate gaming. We actively engage parents (e.g. through direct contact, the distribution of newsletters) and highlight the potential impact of unrestricted access to gaming, YouTube, may have on a young person's development. eg children engaging in open chatrooms within on-line games, and signpost parents and pupils to useful websites to help them understand and evaluate the risks through our school website.

## **2.19 VIEWS OF PUPILS, PARENTS AND STAFF MEMBERS ON SAFEGUARDING**

The views of pupils, parents and staff members will be sought both formally and informally. We will explore the issue at SGC meetings and staff members, parents and pupils will be formally asked to participate in our pupil/parent/staff surveys.



# Guide to CP Procedure

## If a child discloses:

- Reassure the child that they have been taken seriously
- LISTEN – do not put words into the child’s mouth
- Give the child time – do not stop the child in mid-flow
- To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- Note the timing and record accurately, using the child’s own words
- Know the limit of your role and pass on the information appropriately
- Do not allow the child to believe you will keep the disclosure secret

Where it is suspected that a child is suffering from, or is at risk of, significant harm all staff must follow the procedures set out below:

- Report concerns to the Designated Safeguarding Lead (DSL) or Deputy, in case of their absence, directly to the Head Teacher immediately and must be within the day the incident occurs
- Enter the concern onto the MyConcern software or if not available complete a Record of Concern form (copies are held in the staff room) briefly stating concerns/disclosure in a factual manner
- The DSL will discuss concerns with parents, unless to do so would put the child at greater risk
- The DSL will approach Statutory Social Care for advice and, if necessary, make a referral
- You can make a referral directly to Statutory Social Care if you are concerned about a child and believe it is not being managed appropriately
- Insert contact details

Part 4 Sample record of concern form

# RECORD OF CONCERN FORM

CHILD'S NAME..... DATE.....

ADULT'S NAME..... POSITION..... TIME.....

**CONCERN / OBSERVATION** — Factual account of the incident personally witnessed or information you have been told by pupil or another person -Who? What? Where? When? (Continue over if necessary)

WITH WHOM HAS THE INFORMATION BEEN SHARED?

SIGNED..... DATE..... TIME.....

Please pass to the Designated Safeguarding Lead or Deputy

## ACTION TAKEN AND BY WHOM

- 1.
- 2.
- 3.

OUTCOME

NAME..... SIGNATURE..... DATE..... TIME.....

ACTION TAKEN by DSL

SIGNED.....DATE.....

## Part 5 Guidance for Reporting Information on MyConcern

The screenshot shows the 'Report a Concern' form in the MyConcern system. The header includes the 'myconcern' logo, the school name 'Attenborough School (7022060)', the user name 'Jules Todd', and an 'Options' menu. The navigation bar contains links for 'Report a Concern', 'My Concerns', 'Dashboards', 'Profiles', 'Audit Trail', 'Resources', 'Admin', 'Reports', and 'Help'. A search bar is located on the right. The main form area is titled 'Report a Concern' and contains the following fields:

- Name(s) of Pupil(s)**: A text input field with a search icon.
- Concern Summary**: A text input field with the example text 'e.g. Andrew came into School this morning with a bruise on his arm.'
- Concern Date/Time**: A text input field.
- Details of Concern**: A text input field with the text 'There is no need to repeat the Concern Summary.'
- Is this urgent?**: A checkbox with the label 'If YES, please check this box.'
- Action taken**: A text input field.
- Attachments**: A file upload area with a 'Browse...' button.

Below the attachments field, there is a red warning icon and the text: 'Please attach any relevant documents, images or other media.' At the bottom of the form is an orange 'Submit Concern' button.

1. **Name of Pupil** - Start typing the child's name into the box. A list of names will appear so click on the child you are wanting to report.
2. **Concern Summary** – One sentence explaining the concern.
3. **Concern Date/Time** – There will be a drop-down calendar which you can click on with the date and time. Due to us working on CET (Central European Time), there are sometimes problems clicking on an accurate time. Therefore, if it does not allow you to do this, then click on an earlier time. When you write about the concern in the box below, then write it up using the correct time and date.
4. **Details of Concern** – Follow the guidance on page 25 regarding CP procedures. Also, please include the following details when writing up the report:
  - Date and Time
  - What the child specifically said, as you remember
  - Where the child was when they disclosed the information
  - How the child said it e.g. calm, upset, angry, matter of fact ...
  - Now you have this information, does it link to something they have said previously?
  - Be mindful about whether you are writing fact or opinion
5. **Is this urgent?** – Yes, if the child is in danger or at risk if they go home. Yes, if they have disclosed an incident of domestic abuse.
6. **Action Taken** – Was this incident something that in the first instance, the teacher could ring the parents about? e.g. a child falling asleep in class. Otherwise type 'reported to the DSL'.

## PART 6

## Table of Key Changes

Paragraph number	Change
Page 1	Front Sheet with details of key personnel in school
Page 2	Contents page
1.4	New paragraph highlighting child centred approach
1.5	Additional legislation and guidance included
1.6	Additional associated policy documents
1.9	Included MOD Schools Safeguarding Team
1.19	The word “immediately” inserted into procedure to follow
1.21	Additional paragraph about allegations process
1.23	Paragraph added to highlighting responsibility to SEND
1.26	Amendment to emphasise legal responsibility of teachers to report FGM
1.27	Revision of paragraph on CSE
1.29	Inclusion of sexual violence and harassment as part of peer on peer abuse
1.30 – 1.31	Completely new section on sexual violence and harassment
1.35	Updated confidentiality and information sharing paragraphs
1.36	Updated recording and monitoring paragraphs
1.37	Amended paragraph on working with partner agencies
2.4	New statement and addition of legislation
2.5	Addition of JSP 740
2.8	Typo corrected Directorate instead of Department
2.9	Terminology updated in training section
2.10	Addition of requirement for overseas checks
2.13	Updated paragraph on early help
2.14	Revised section on attendance and children missing education
2.15	Amendment to paragraph regarding children with medical needs
2.18	On-line safety paragraph updated including need for staff to make themselves aware of school Acceptable User Policy and JSP 740
Part 3	Reporting requirements includes the word “immediately”
Part 6	Guidance for Reporting Information on MyConcern