



# **Manor Sandringham/Longbridge Child Protection and Safeguarding Policy**

**Designated Safeguarding Lead at both sites: Nurun Khanom**

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This Policy is updated regularly.  
Last update: September 2023

**The school takes all aspects of safeguarding children extremely seriously. If a child reveals something that causes alarm or makes an allegation against a family member or a member of the public, the parents/carers will be spoken to and there is a possibility that a referral will be made to Children's Services.**

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### Reviewed by:

Designated Safeguarding Lead: Nurun Khanom

Safeguarding Team (Sandringham) Fiona James Date: September 2023

Safeguarding Team (Longbridge) . Rohima Begum Date: September 2023

Across both sites Lorraine Whitehead  
Headteacher .Anne Tabrett Date: September 2023

Nominated Governor Chris Drain Date

## Policy statement and principals

This policy is available on the school website.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

## Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all our children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the local safeguarding children board (LSCB).

## Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Children and staff involved in child protection issues will receive appropriate support.

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

## Safeguarding legislation and guidance

### Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

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

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

## Roles and responsibilities:

### Key personnel - Longbridge

The designated safeguarding lead (DSL) for child protection is **Nurun Khanom**

Contact details: email: [office@manor-i.bardaglea.org.uk](mailto:office@manor-i.bardaglea.org.uk) tel: 0208 724 1111

Other members of the Safeguarding Team are **Rohima Begum (DDSL)**

Contact details as above. Frances Danquah William Davis

### Key personnel – Sandringham

The designated safeguarding lead (DSL) for child protection is **Fiona James (DDSL)**

Contact details: email: [office@manor-i.bardaglea.org.uk](mailto:office@manor-i.bardaglea.org.uk) tel: 0208 270 6630

Other members of the Safeguarding Team are **Mandeep Reehal Jas Bassi**

Our nominated child protection governor is **Chris Drain**

Contact details: [office@manor-i.bardaglea.org.uk](mailto:office@manor-i.bardaglea.org.uk) tel: 02087241111

The Head teacher is **Anne Tabrett**

Contact details: email: [office@manor-i.bardaglea.org.uk](mailto:office@manor-i.bardaglea.org.uk) tel: 02087241111

Our Parent Support Adviser across both sites is **Lorraine Whitehead**

Contact details: email: [office@manor-i.bardaglea.org.uk](mailto:office@manor-i.bardaglea.org.uk) tel: 02082706630/02087241111

## The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- is appropriately trained, with regular updates.
- acts as a source of support and expertise to the school community.
- has a working knowledge of LSCB procedures.
- makes staff aware of LSCB training courses and the latest policies on safeguarding.
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the child's general file.
- refers cases of suspected abuse to children's social care or police as appropriate.
- ensures that when a child leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained.
- attends and/or contributes to child protection conferences.
- coordinates the school's contribution to child protection plans.
- develops effective links with relevant statutory and voluntary agencies including the LSCB.
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate.
- makes the child protection policy available publicly, on the school's website or by other means.

## The Deputy Designated Safeguarding Lead(s):

Are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

## Coronavirus (COVID-19): safeguarding in school during a lockdown

DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care, early help and education, health and care (EHC) plans support.

School staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period. The DSL is required by local authority to try to make contact with those families if they are not choosing to attend school on a weekly basis and report to local authority weekly.

## **Good practice guidelines and staff code of conduct**

Good practice includes:

- treating all children with respect.
- setting a good example by conducting ourselves appropriately.
- involving children in decisions that affect them.
- encouraging positive, respectful and safe behaviour among our children.
- being a good listener.
- being alert to changes in a child's behaviour and to signs of abuse, neglect and exploitation.
- recognising that challenging behaviour may be an indicator of abuse.
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues.
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse.
- referring all concerns about a child's safety and welfare to the DSL, or, if necessary directly to police or children's social care.

The school has a separate Staff Code of Conduct Policy which reflects our values and ethos.

### **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

Staff understand that 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 between a member of the school staff and a child under 18 may be a criminal offence.

The school's Staff Code of Conduct Policy sets out our expectations of staff and is signed by all staff members.

### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs.
- young carers.
- affected by parental substance misuse, domestic violence or parental mental health needs.
- asylum seekers.
- living away from home.
- vulnerable to being bullied, or engaging in bullying.
- living in temporary accommodation.
- live transient lifestyles.
- living in chaotic and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- at risk of sexual exploitation.
- do not have English as a first language.
- at risk of female genital mutilation (FGM).
- at risk of forced marriage.
- at risk of being drawn into extremism.

- homeless or at risk of being homeless.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## **Children missing education**

Attendance, absence and exclusions are closely monitored in our school. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### Children who are absent from education

All staff are aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the school's unauthorised absence procedures and children missing education procedures.

## **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague/supply staff/volunteer/contractors towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy, which is available on the school website, enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher/principal should be reported to the chair of governors, chair of the management committee or proprietor.

Staff may also report their concerns directly to children's social care, LADO or the police if they believe direct reporting is necessary to secure action.

## **Allegations against staff**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2022)* and in the school's Allegations of Abuse Against Staff policy and procedures.

Staff can report concerns in relation to other staff via Confide. (safeguarding company)

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

### Responding to allegations related to organisations or individuals using school premises



In some circumstances we will have to consider an allegation against an individual not directly employed by Manor, where our disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business.

Whilst we are not the employer of supply teachers, we do ensure allegations are dealt with properly. In no circumstances would we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. We would discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies would be fully involved and co-operate with any enquiries from the LADO, police and/or local authority children's social care. We will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by ourselves, are under the supervision, direction and control of the governing body when working at Manor. They would be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, would address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the ourselves during the investigation.

When using a supply agency, we will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's Child Protection policy and staff Code of Conduct, Reporting and Recording arrangements, and details for the DSL. All staff, including the DSL, headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

## **Safer recruitment**

Our school complies with the requirements of Keeping Children Safe in Education 2021 (DfE 2016) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found in Staff Resources.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early year's settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Awareness is raised during the induction process.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

Shortlisted candidates will need to complete a self-declaration of criminal record or other information deeming them unsuitable to work with children.

The school maintains a single central record of recruitment checks undertaken.

## **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with children and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

## **Contractors**

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

### Online pre-recruitment checks for shortlisted candidates

As part of the shortlisting process, Manor carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. We inform shortlisted candidates that online searches may be done as part of due diligence checks.

## **Site security**

Visitors to the school, including contractors, must report to school reception to sign in on arrival and out on departure using the secure electronic inVentry system. All visitors moving around the school site must wear the visitor's badge which the secure electronic inVentry system prints out and ensure it is visible.

Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## **Staff/pupil online relationships**

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Please refer to the e-safety policy and staff code of conduct policy.

### Filtering and Monitoring

Manor provides a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, message books and business meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Manor identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring filtering and monitoring standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers

## Child protection procedures

### Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

### Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed in Staff Resources. The schools anti-bullying policy is published on our school website.

### Taking action

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.** Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## If you are concerned about a child's welfare

There will be occasions when staff may suspect that a child may be at risk. The child's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the child the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **safeguarding form** to record these early concerns. If the child does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

## If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a child talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the child know that in order to help them they must pass the information on to the DSL.** The point at which they tell the child this is a matter for professional judgement. During their conversations with the children staff will:

- allow them to speak freely.
- remain calm and not overreact.
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- not be afraid of silences.
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the child's mother think about it.
- at an appropriate time tell the child that in order to help them, the member of staff must pass the information on and explain to whom and why.
- not automatically offer any physical touch as comfort.
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong.
- tell the child what will happen next.
- report verbally to the DSL even if the child has promised to do it by themselves.
- complete the **safeguarding form** and hand it to the DSL as soon as possible.
- seek support if they feel distressed.

## Notifying parents

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

Our focus is the safety and wellbeing of the child. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

## Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

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

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Safeguarding forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the child's school file. Files are stored in a fire proof, locked cabinet and are accessed by the DSL and Head teacher only.

The DSL will normally obtain consent from the child and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

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 pupil or parent to see child protection records, they will refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality policy is available on request.

## **Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

## **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable.

- they are convinced that a direct report is the only way to ensure the child's safety.
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## Child on Child sexual violence and sexual harassment

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures.

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 who become concerned about a child's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

## Child Sexual Exploitation (CSE)

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, e.g. copying images or videos and posting on social media.

Some of the following signs may be indicators of sexual exploitation:

- Regularly missing school/education or not taking part in education
- Going missing for periods of time or regularly coming home late
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Changes in emotional behaviour
- Displaying inappropriate sexual behaviour
- Drug and alcohol misuse

A child under the age of 13 is not legally capable of consenting to sex or any type of sexual touching; and this is statutory rape. Sexual activity with a child under 16 is an offence. It is also an offence for a person with a position of trust to have a sexual relationship with a child under 16.

Any concerns regarding CSE must be reported to the Designated Safeguarding Leads immediately. A CSE Risk Assessment is completed and sent with a multi-agency referral form (MARF) to Children's Services.

The Strategic Designated Safeguarding Lead is the nominated Anti-Exploitation Champion and attends termly forums, which provide key information, updates and resources.

For further help and support visit: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and [www.faceuptoit.org](http://www.faceuptoit.org)

## Honour-Based Violence

'Honour-based' violence (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 HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a child about being taken abroad and not be allowed to return to England.

## Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Please view the safeguarding link on the school website for more information and websites.

## Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault with or without consent
- **sexting**, including pressuring another person to send sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular

prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

- **Upskirting** - Which involves taking a picture under a person's clothing without their knowledge.

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, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2018)*.

### **Supporting those involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

## **Child Criminal Exploitation (CCE)**

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Greater Manchester and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm.

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are



offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

Children as young as 10 or 11 are being groomed to enter gangs and commit crime on behalf of older criminals. These young people are being exploited and, by being persuaded or lured into carrying out illegal activities, often with the promise of something they desire as a reward, they become incredibly vulnerable.

Victims of CCE are often fearful of getting into trouble themselves – for the very actions they have been exploited into carrying out – so it can also be difficult to get these young people to come forward and speak out about their situation

## **County Lines (CL)**

CL is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

## **Elective Home Education**

Elective home education is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way, which they choose - instead of sending them to school full-time. This is different to education provided by a local authority.

## **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This could include:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Staff must report any concerns regarding domestic violence and abuse to the DSLs who will make a referral to Social Care. Manor Infants/Manor Longbridge School is part of the Operation Encompass system that is operated by the police. The DSL receives a notification if a domestic incident has taken place and children have been present. The school can then ensure there is appropriate support in place.

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

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Any concerns are to be reported to the DSLs who will liaise with relevant agencies and ensure appropriate support is in place.

## **Homelessness**

Being homeless or at risk of being homeless can pose a risk to a child's welfare and wellbeing. Indicators include being in rent arrears, in debt, domestic abuse, anti-social behaviour, and if a family has been asked to leave a property. Any concerns must be reported to the DSLs who will refer to Social Care and other agencies as necessary.

## Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or where the female genital organs are injured and there is no medical reason for this. It can be a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and immediate and/or long-term health consequences. It is a form of child abuse and a form of violence against women and girls. It is illegal in the UK.

Section 5B of the Female Genital Mutilation Act 2003 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. Teachers must personally report to the police cases where FGM appears to have been carried out. Unless the teacher has a good reason not to, they should discuss any such case with the school's Designated Safeguarding Leads and involve children's social care as appropriate.

Signs and indicators include:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- 

A girl or woman who has had FGM may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

Information on how and when to make a report can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)

Reporting\_-\_procedural\_information\_nov16\_FINAL.pdf

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/525405/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/525405/FGM_mandatory_reporting_map_A.pdf)

FGM\_mandatory\_reporting\_map\_A.pdf

Further information can be found on NSPCC Website: <https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm>

## Preventing Radicalisation and extremism

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers to have due regard to the need to prevent people from being drawn into terrorism (known as Prevent Duty). Young people can be exposed to extremist influences or prejudice views, in particular those via the internet and social media.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people, causes damage to property or seriously disrupts/interferes with an electronic system. The use or threat must be designed to influence the government or for advancing a particular political/cultural/religious cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection.

Some indicators include (these are not exhaustive and are not the only source of information required to make an appropriate assessment):

An individual may be engaged with an extremist group:

- Spending increased time with a specific group
- Changing personal appearance in accordance with the group
- Loss of interest in other friends and activities
- Possession of materials or symbols belonging to a particular extremist group or cause
- Attempting to recruit others to a particular group or cause
- Communicating with others in a particular group or cause

An individual may be intending to use violence or other illegal means:

- Identifying a particular group or cause as threatening and placing blame on them
- Expressing attitudes that justify violence or offending
- Condoning or supporting violence towards others
- Plotting or conspiring against others

An individual may be capable of contributing directly or indirectly to an act of terrorism:

- Having a history of violence
- Using criminal networks to support extremist goals
- Having occupational skills that can enable acts of terrorism
- Having technical experience that can be deployed

## **Fabricated or Induced Illness**

When a parent or carer fakes, or creates, the symptoms of an illness. This might include giving a child medicine, tampering with medical equipment or falsifying test results, and deliberately inducing illness, e.g. by poisoning the child with unnecessary medication or other substances. Any concerns must be reported to the DSLs.

## **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Please view the safeguarding link on the school website for more information and websites.

Where a member of staff becomes aware that a child may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

## **Related safeguarding portfolio policies**

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

## **Special Circumstances**

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements,

including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

## Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*. All volunteers receive an induction session with a member of the SLT which includes references to safeguarding. The safeguarding and behaviour policies are given to all adults who undertake work experience or volunteer on a regular basis in school.

## Safe and Successful Drop off and collection of children

Parents are expected to be punctual for drop off and collection of their children. School staff are responsible for the children during school opening hours, including extra-curricular activities outside of normal school hours, but parents resume full responsibility for the welfare of their children once the teaching day has finished.

**The school must be notified immediately if it becomes apparent that the person collecting the child may be late.**

If a child remains uncollected and we have not been able to contact the parents/carers or an emergency contact by 16:00, we will telephone the Multi-Agency Safeguarding Hub (MASH) to request advice from a Senior Social Worker.

## Drop off and collection by older siblings

It is the parent's responsibility to ensure that the child is dropped off and collected by a responsible person, if that person is not themselves. The minimum age that we require is 14.

However, we may still require the parent to complete a risk assessment if we believe that this is still not adequate. **There is no minimum age set in law when a young person can be placed in charge of another child, but it is an offence to leave a child alone if it places them at risk.** This can include the care of an older sibling if the level of supervision is "likely to cause unnecessary suffering or injury to health" (Children and Young Person Act 1933). Therefore parents/carers must understand and be prepared to take responsibility for anything that may go wrong in their absence. Parents are also responsible for the care and safety of the older child, even while that child is acting in a caring role for younger siblings.

If a risk assessment is necessary, some of the things that will need to be taken into account are, the age of the older sibling, the distance they need to travel, any roads they need to cross etc.

## Children the Police/Social Care ask that we do not allow to leave school

There may be circumstances when the school are asked not to allow children to go home with their parent/carer and in some situations, that parents are denied access to their child. This will most likely be due to a child protection issue where there is a concern regarding the immediate safeguarding of the child. The school environment is seen as a place of safety for a child.

This is not an ideal situation but the school will do everything possible to keep the child safe and hope that the parents/carers understand this.

## **Mental Health**

In some cases, mental health issues can indicate that a child is suffering, or at risk of suffering, abuse, neglect, or exploitation. For children who have suffered abuse and/or neglect, or other traumatic adverse childhood experiences, this can have a lasting impact on their childhood and the rest of their life. Staff need to be aware of how these experiences impact on the mental health, behaviour and education of our pupils. If staff have a concern about the mental health of any children, this must be reported immediately to the DSLs.

## **Operation Encompass**

At Manor Infants/Longbridge we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

At Manor Infants/Longbridge Nurun Khanom, Designated Safeguarding Lead.

## Appendix One

### Four categories of abuse

#### Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### Emotional abuse

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

#### Sexual abuse

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

#### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The

identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited 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, arrive late or leave the school for part of the day
- 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 their age
- acquire gifts such as money or a mobile phone from new 'friends'.

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 DSP to decide how to proceed.

## **Appendix Two**

### **Related Safeguarding policies**

- Staff Code of Conduct
- Positive Handling
- Behaviour
- Intimate care
- Complaints procedure
- Whistleblowing
- SEN
- Safer Recruitment
- Disciplinary Procedures
- Confidentiality
- Anti-Bullying





# Manor Sandringham/Longbridge Child Protection and Safeguarding Policy

**Staff Signature**

**I confirm that I have read and understood the Child Protection and Safeguarding Policy for Manor Sandringham/Longbridge and agree to abide by its contents.**

Signature.....Date.....

Full Name..... (print)

Position.....