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Child Protection Safeguarding Policy and Guidelines

Park Community School
(January 2016)

The policy is provided to all staff and should be read in conjunction with the following policies:

- Prevention of Extremism and Radicalisation Policy
- Equality Policy
- E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy

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Introduction

Park Community School recognises its prime responsibility is to promote and safeguard the welfare of its children. Children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts, failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse.

All children have a right to be protected from abuse.

The aim of our procedures will be once abuse is suspected to minimise damage to the child and promote recovery. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Social Care or the Police, without notifying parents.

Our policy applies to all staff, volunteer workers and governors working in the school. There are five main elements to our policy:

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her agreed child protection plan.
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Personal Development curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The governing body's designated senior member of staff with responsibility for child protection, the previously called Child Protection Liaison Officer (CPLO), is called the Designated Safeguarding Lead (DSL).

Review history: Agreed S&P Committee 8/3/10; Approved FGB 17/3/10; Approved FGB 06/07/11 for addition of Appendices 5 & 6; Updated 07/10/11 and 05/07/12 for additional CPLO details; Updated 01/11/13; Updated 06/05/14; Approved by governors 12/05/14; updated 09/03/2015 for School Nurse and Safeguarding Governor details; Approved by governors 20/05/15 for The Right to Search a Pupil, Confiscation and Screening (new Appendix 1), additional Deputy DSL and School Nurse details. Approved by governors 20/1/16 for inclusion of Child Sexual Exploitation and SERAF, reference to Prevent Policy, and additional DSL.

We will ensure that this policy is reviewed annually in line with procedures and guidance

Approved: 20 January 2016

Reviewed: 12 January 2016

Next review: January 2017

What the school will do to follow procedures set out by Local Safeguarding Children's Boards and Guidance issued by Department for Education (DFE)

Specifically the school will:

Follow the procedures set out by the Local Safeguarding Children's Boards (LSCB) and the Local Authority (LA) and take account of guidance issued by the DFE to:

- Ensure that the Governing Body understand their responsibilities under S.175 of the Education Act 2002.
- Ensure that the Governing Body understand the briefing for section 5 Ofsted inspectors on Safeguarding Children January 2010
- Ensure we have a DSL for child protection who has received appropriate training and support for this role.
- Ensure every member of staff, volunteer and governor knows the name of the DSL responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- Ensure that every member of staff, volunteer and governor receives appropriate levels of training to fulfil their child protection responsibilities effectively and to accord with the requirements with 'Safeguarding Children & Safer Recruitment in Education' guidance
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and by providing "Information for Parents" (see Appendix 1).
- Notify the allocated Social Worker if there is an unexplained absence of more than two days of a pupil who is on the child protection register. (Has a Children's Plan)
- Notify the allocated social worker if a child who is looked after, has any unauthorised absence.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.
- Ensure written records are kept securely and separately from the main pupil file and in locked locations.
- Following Local Authority procedures where an allegation is made against, or concerns raised about a member of staff or volunteer.
- Ensure safe selection and recruitment procedures are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued and the confidence to take action and/or encourage others to act
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, Child and Adolescent Mental Health Service, School Health Services, Southern Domestic Abuse Service, The Childrens Society (Young Carers)
- Ensure that child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school.
- Ensure that, where a pupil on the child protection register or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed.
- Treat all disclosures with the strictest confidence.

All staff will be provided with details of procedures for dealing with suspected abuse.

When Social Care staff phone requesting information about a child the number of the caller should be taken as a check, the Headteacher's/DSL's permission sought and the call is returned. Phone calls should be logged with details of requests.

Where children leave the establishment ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file.

Key Personnel

Designated Safeguarding Lead (DSL)

At this school, the DSL is **Nicky Sherlock**. She is the person to whom all cases should be referred.

Barney Barron, Rachel Dare or Soo Bannard (Deputy DSLs) will deputise in her absence.

The nominated Safeguarding governor is – **Virginia Steel**

If at any point there is a risk of immediate serious harm anybody can make a referral to Childrens Services. Phone - 01329 225379 or the Police. See Appendix 7 for other emergency and out of hours contact numbers.

With any referral inform the DSL at the earliest convenience.

The 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 updates every two years or as they occur
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
- 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 all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is regularly reviewed and updated annually
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- works with the headteacher to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS)

The deputy DSL is appropriately trained 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.

The governing body ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals, or as changes occur
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the school contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how the Local Safeguarding Children's Board operates the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the establishments child protection policy is updated and reviewed annually and work with the governing body regarding this.
- Ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Where children leave the establishment ensures their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file.
- If a child leaves and the new school is not known, the DFE should be alerted so that these children can be included on the database for lost pupils.

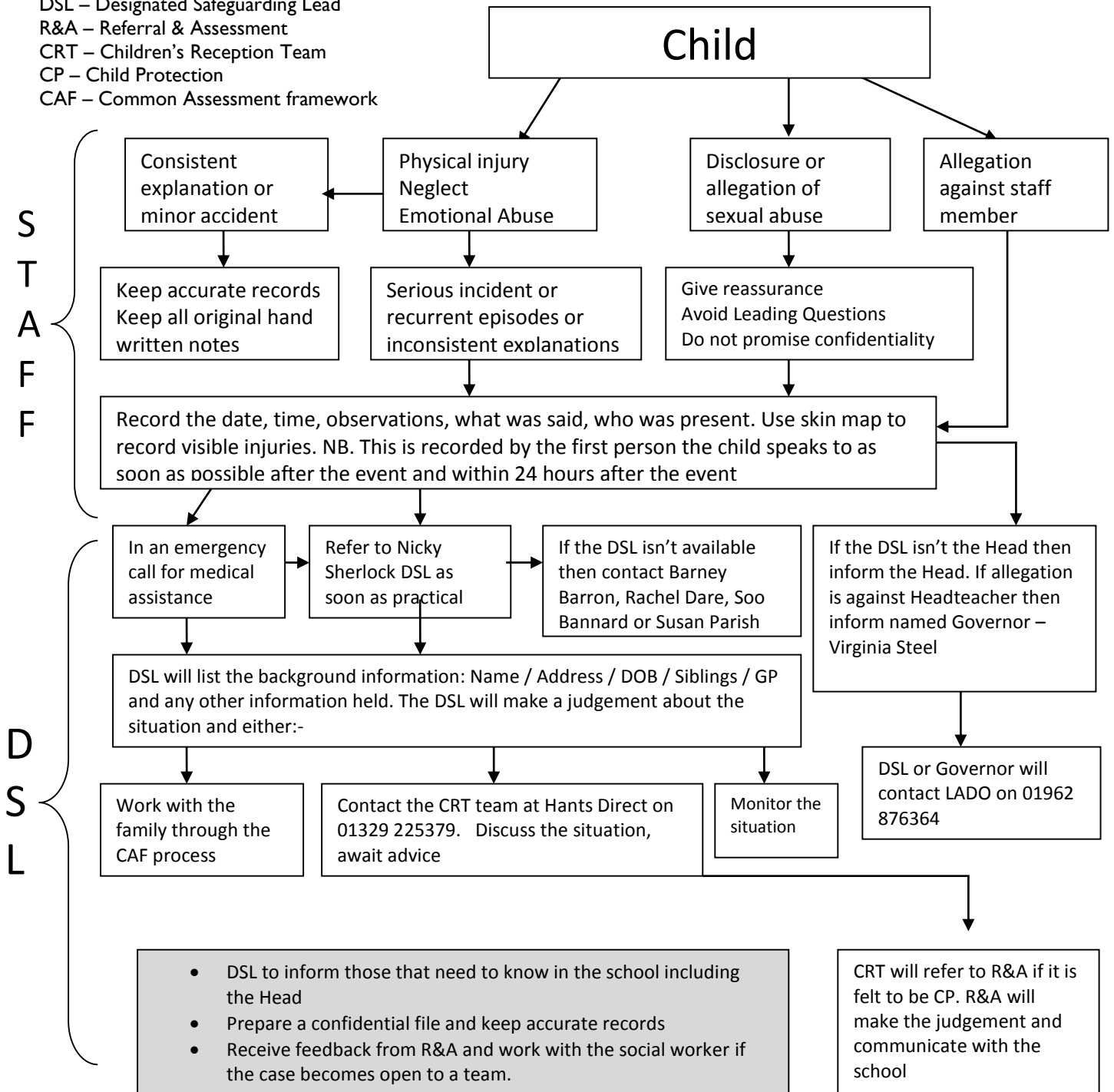
CHILD PROTECTION PROCEDURES

Available to all teaching / non-teaching staff

These procedures are intended to ensure that appropriate action is taken immediately where it is suspected or alleged that a child is being abused.

In all situations do not promise confidentiality

DSL – Designated Safeguarding Lead
R&A – Referral & Assessment
CRT – Children's Reception Team
CP – Child Protection
CAF – Common Assessment framework



Procedures

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

If a member of staff suspects abuse e.g. through physical injury etc. they must:

- 1) Inform the DSL immediately or, not available, the Headteacher or Deputy DSL
- 2) The DSL/Headteacher must decide whether or not there are sufficient grounds for suspecting significant harm. If so they must contact Social Care and make a clear statement of:
 - The known facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's family

If the DSL feels unsure about what the child has said or what has been said she can phone Social Care to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.

- 3) The DSL/Headteacher should inform the Education Welfare team manager
- 4) Staff should make an accurate record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - What they have observed and when.
 - Injuries.
 - Times when any observations / discussions took place.
 - Explanations given by the child / adult.
- 5) If a child is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the child is in imminent danger urgent advice should be sought from social care and or the police. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with social care /police about who should do this.
- 6) Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Social Care if necessary. However, in accordance with DFE guidance, this will only be done when this will not place the child at increased risk. The child's views should also be taken into account.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with Social Care or the Police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the S 47 enquiry as per the Children Act 1989, or a police investigation.

- 7) When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the Headteacher /DSL / School Nurse or Home/school Liaison Officer should take the child to the Accident & Emergency Unit at the nearest hospital, having first notified Social Care and sought advice about what action Social Care and/or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical

examination should be delayed until Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from school, Social Care or the police, if the parents are not included.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education* (DFE, 2014).

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

In the event of an allegation or concern about a member of staff's conduct with a child, the matter should be raised with the Headteacher. If the allegation or concern is about the Headteacher then the matter should be raised with the Chair of Governors. In either event the Headteacher or Chair of Governors should discuss the matter with the LADO on 01962 876265. Allegations guidance should be attached

IF A CHILD VOLUNTEERS INFORMATION

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies

When a child confides in you

Things you should do:

- Give the child undivided attention;
- Show concern, support and warmth but don't show emotions, distress or negative reaction; be re-assuring (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help' 'ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated)
- Listen carefully;
- Allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, straight away, record the time, date, place and people who were present, as well as what was said, using child's own language and colloquialisms.
- Negotiate getting help;
- Find help quickly;
- Do not malign the character of the alleged perpetrator.

Things you should not do:

- Jump to conclusions;
- Try to get the child to 'disclose';
- Ask for lots of details about the alleged event(s);
- Speculate or accuse anybody yourself;
- Make promises you can't keep, such as total confidentiality;
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills

Closed Questions

Do
Did
Can
Would
Could
Are etc.

Open Questions

Tell mewhere
Who
Describe
How
What
When
Show me
Talk

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child

Do say:

"Thank you for telling me"

"I am sorry it has happened to you"

"I am going to try and help you; This is what I plan on doing"

"It should not have happened"

"You are not to blame"

When you are returning to see the child:

What you will have done by then and / or who you will bring with you

Honestly what you believe may happen in the immediate future

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It is anybody's fault

Recognition of Child Abuse

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning 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.

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

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

A child repeatedly going missing from school is a potential indicator of abuse or neglect. The child could be at risk of abuse and neglect, including sexual abuse or exploitation.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child abuse – possible indicators

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Physical abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')

- Fear of suspected abuser being contacted.

Emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless, etc”)
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression.

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Destructive tendencies

Note:

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Cyber-Bullying

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

As a school we are under the same duty of care to tackle this particular form of bullying as with any other form.

Pupils should be informed through their ICT lessons of the potential criminal offences.

Cyber-bullying is not a specific criminal offence, but there are criminal laws that can apply in terms of harassment and threatening and menacing communications

- **Public Order Act 1986** – (section 4A)
A person will be guilty of an offence if he or she uses threatening, abusive or insulting words or behaviour or displays to another person any threatening, abusive or insulting written material, sign or any other visible representation thereby causing that or another person harassment, alarm or distress.
 - **Malicious Communications 1988**
 - **Protection from Harassment Act 1997 - (section 1)**
“A person must not pursue a course of conduct which amounts to harassment of another and which he knows or ought to know amounts to harassment of the other”.
- Harassment is defined as ‘causing alarm or causing distress’ and a ‘course of conduct’ on at least two occasions.
- **Communications Act 2003 (section 127)**
“A person is guilty of an offence if he sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or causes any such message or matter to be sent”

e-Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school’s **e-safety policy** explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media

Guidance for Professional Safe Working Practice

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students public in general and all those with whom they work.

The Use of Personal Living Space

No child or young person should be in or invited into, the Home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and a senior manager or Headteacher.

Under no circumstances should pupils assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

Gifts, Rewards and Favouritism

All adults should be aware of their school guidance on rewards including arrangements for the declaration of gifts received and given. The giving of gifts or rewards to pupils should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

It is acknowledged that there may specific occasions when adult working with a child or young person may consider it appropriate to give a child or young person a small personal gift if insignificant value. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the Headteacher, senior manager and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a young person.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach. An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a Headteacher, senior manager and parent/carers so appropriate action can be taken between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal

information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny. Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with the school policy.

Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice. Any form of restraint must be logged and reported to the Headteacher and the DSL.

First Aid and Administration of Medication

Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication. Some pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, children should be encouraged to self-administer medication or treatment including, for example any ointment, sun cream or use of inhalers. If there is doubt about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

Using Images of Children

Permission to use images of children must be sought prior to photographing or filming any child (see Hampshire County Council Consent Form- Appendix 2).

The Right to Search a Pupil, Confiscation and Screening

(See Appendix I)

The Safe recruitment of Staff, Supply Staff, Coaches, Volunteers and Trainee Teachers

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by *following the guidance in Keeping Children Safe in Education (2014) together with the LSCB and the school's individual procedures.*

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

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

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

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 and contact with pupils.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

I. Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which

confirms they have permission to be on site. 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 to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

"Visiting Staff Child Protection information leaflet " (See Appendix 4)

2. Extended school and off-site arrangements

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 we will check that they have appropriate procedures in place, including safer recruitment procedures.

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

3. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Off Site Activities/Trips, Work Placements, Federation Collaborative Projects, Diploma 14-19 Curriculum

- Pre Health and Safety Checks to be carried out before the visit or the commencement of the project.
- Private Work Placements - A form is completed by parents/guardian and private placement company/ employer. Education Business Partnership make all the Health & Safety and Child Protection checks and send confirmation of suitability of placements or concerns to the school.
- A named lead member of staff is responsible for reporting any Child Protection issues and ensuring that pupils are not put at risk.
- Off Site Activities – Leaders should reflect the gender of the group unless there are exceptional circumstances. Single gender leaders with mixed gender groups must be agreed with the Senior Leadership Team and parents must be informed of the supervision arrangements when giving consent.
- The DSL will meet weekly with the Headteacher to update and share any concerns
- The DSL will attend school weekly referral meetings when applicable.
- Ongoing school representation at Children Services case conferences.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith without the fear of repercussion. Adults who use the whistle blowing procedure should be aware that their employment rights are protected.

Adults should be aware that the school protection procedures include procedures for dealing with allegations against adults. All allegations will be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

Adults should always feel able to discuss with their line manager or senior member of staff any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained whenever concerns are raised about the conduct or actions of adults working with pupils. **(See Appendix 3)**

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 pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, headteacher 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* 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 Data Protection Act 1998 principles. Information is:

- processed for limited purposes

- adequate, relevant and not excessive
- accurate
- processed in accordance with the data subject's rights
- secure.

Record of concern 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.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. ***If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.*** Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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 headteacher/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.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

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 DSL, 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 pupil's safety

Community Staff/Volunteer Guidelines

Aim

Park Community School and Park Community Ventures takes seriously its responsibility to protect and safeguard children using the site.

We share a commitment to

- Provide adults whom children can approach for help when needed
- Recognise signs and symptoms of suspected abuse
- Have clear procedures and lines of communication
- Work closely with parents and other agencies
- Monitor children at risk
- Ensure that staff and volunteers are properly trained and supported
- Raise children's awareness and self-esteem
- Check the suitability of adults in care of or working with children

Sometimes allegations are made against staff or volunteers. These will be investigated thoroughly and fairly. The following guidelines include advice about good practice intended to reduce the risk to children and to provide safeguards for supervising adults against unfounded allegations of abuse.

Guidance

1. All persons responsible for providing activities for children up to the age of 18 should be aware of Hampshire County Council's child protection procedures and guidance which is available from the school.
2. Members of local or national associations should conform to their advice about child protection (e.g. Football Association etc) Such community organisations usually provide model policies, helpful practical guidance and can often assist with disclosure applications to the Criminal Records Bureau.
3. All user groups that have a child protection policy should provide us with a copy.
4. A minimum of two adults should be supervising all activities with children and should be present throughout. There must be a male and a female for mixed gender groups. Leaders or persons responsible for the activities must ensure that children are always under the supervision of appropriately qualified persons, including certification from the Criminal Records Bureau. Unqualified helpers should never be left to work alone or without supervision.

5. All organisations should comply with the current HCC or DCFS advice with regard to the need to check the suitability of both staff and volunteers, as advised by the School.
6. The parents/carers of all children participating in activities should be asked to complete a consent form and provide any medical information and contact details for use in an emergency.
7. Any suspicions of child abuse or allegations against a member of staff, volunteer or other adult should be taken seriously and dealt with in line with existing procedures as advised by the Community Office. These should be reported to the Headteacher, the Community Manager or any other member of staff as advised by the Community staff. Should Community Staff not be available at the time, the person suspecting abuse or receiving an allegation against someone else should contact Social Services immediately for advice. Out of school hours, child protection referrals will be received by Social Services' Emergency Duty Service, which may be contacted via the Police. Decisions about whether to inform parents/carers will be made by Social Services. The Headteacher should be informed of any referral to Social Services as soon as possible after the event.
8. The person suspecting abuse or receiving an allegation against another person should make an accurate record including the known facts, any suspicions or allegations, the date and time of the incident, the names of any others involved and details of those informed. This record should be signed and dated.
9. All supervisors and helpers should be told:
 - Not to spend time alone with children away from another adult
 - Not to take children alone in cars or to their own home
 - Not to photograph or video children without the written consent of Parents/carers
 - Not to take photographic equipment, including mobile phones into any area where children will be in a state of undress
 - Not to use inappropriate or suggestive language
 - Not to touch children except as appropriate in some coaching/training situations.
10. Organisations are not to display publicity material at the School or circulate information about the group's activities to other parent/carers and children at the school without the prior approval of the Headteacher or Community Manager.

All persons hiring the school's facilities for the provision of activities for children will be required to sign an acknowledgement that these guidelines have been received and that they undertake to ensure that all supervisors and helpers are aware of them.

CHILD PROTECTION – policy for Community Staff

“Children and their parents have the right to lead their lives in safety, free from the unwarranted intrusion of others. Hampshire’s Area Child Protection Committee acknowledges this, and tries to ensure that a sensitive, skilled and responsive child protection service supports rather than interferes with that right.”

Child Protection issues are dealt with in detail in the school’s Child Protection Procedures. This is available with the Child Protection Liaison Officer in School.

All professional staff working with children need to be aware of policies and procedures to tackle any issues of concern, which may arise from observation of the child or disclosure of information.

As responsible professionals, staff should not promise confidentiality to pupils before discussion. Where a disclosure is made to any member of staff, or anyone contracted by the school to work with pupils (such as a counsellor) it is important that one of the school’s DSL is contacted at the earliest opportunity, certainly within 24 hours. This must be done verbally. The child should not be asked to give details or re-tell incidents as this might jeopardise future investigations by external agencies.

If there is any suspicion that abuse might have taken place or could take place or there has been any inappropriate sexual or other physical behavior, the member of staff (or counsellor) must discuss the matter with a DSL as soon as possible and certainly within 24 hours. From that moment the DSL will determine what actions will be taken.

The designated members of staff to whom all referrals within school should be directed is the DSL, **Nicky Sherlock**. If she is unavailable, **Barney Barron**, **Rachel Dare** or **Soo Bannard** (Deputy DSLs) or **Susan Parish** (Business & Community Manager) will deputise

DSLs will consider the following when dealing with any potential Child Protection issue:

- Child Protection should always take priority over disciplinary issues (if school staff are implicated).
- Do not interview child, refer straight to social services, where joint discussions should take place as to appropriate strategy.
- Allegations against a member of staff should not be dealt with until advice has been sought from education personnel adviser. DO NOT alert the member of staff until advised to do so.
- When to contact parents will be decided by Social Services, though the DSL can have an input into this decision.
- Child Protection Policy and Guidelines - located in the Community office.
- An allegation of child abuse or neglect may lead to a criminal investigation so no action must be taken that may jeopardise a police investigation (such as asking a child leading questions or attempting to investigate the allegations of abuse).
- When a child has exhibited either fire setting, sexualised or sexually abusive behaviour, it is necessary for the Child Protection Co-ordinator to undertake a joint risk assessment, to involve staff from the appropriate branch of the Children’s Services Department. It may be necessary to engage advice from the Educational Psychologist or Education Welfare Officer.
- A record should be kept of all concerns, discussions about the child, decisions made (with reasons). The child’s record should include an up-to-date chronology.

“DO’s” AND “DON’T’s” OF WORKING WITH CHILDREN

It is essential that all staff working in schools are conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes. The following is a summary of things to do and not to do when working with children.

DO:

- Read and follow the school’s child protection procedures
- Report to the DSL/Headteacher any concerns about child welfare/safety
- Report to the DSL/Headteacher any concerns about the conduct of other school staff/volunteers/contractors
- Record in writing all relevant incidents (See Appendix 4)
- Work in an open and transparent way
- Discuss and report any incidents of concern or that might lead to concerns being raised about your conduct towards a child.
- Report to the Headteacher any incidents that suggest a pupil may be infatuated with you or taking an above normal interest in you.
- Dress appropriately for your role
- Only use e-mail contact with pupils via the school’s system
- Avoid unnecessary physical contact with children
- Ensure you understand the rules concerning physical restraint
- Where physical contact is essential for educational or safety reasons, gain pupil’s permission for that contact wherever possible.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Use humour to defuse difficult situations
- Avoid working in one-to-one situations with children
- Avoid volunteering to house children overnight
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies
- Be careful about recording images of children and do this only when it is an approved educational activity.
- Contact your professional association or trade union if you are the subject of concerns or allegations of a child protection nature.
- Fully co-operate with any investigation into child protection issues in the school. Listen to pupils when they express concern (rumours) about staff which might appear to be just, and check facts v fiction.

DON’T:

- Take any action that would lead a reasonable person to question your motivation and/or intentions
- Misuse in any way your position of power and influence over children
- Use any confidential information about a child to intimidate, humiliate or embarrass a child
- Engage in activities out of school that might compromise your position within school
- Establish or seek to establish social contact with pupils outside of school
- Accept regular gifts from children
- Give personal gifts to children
- Communicate with pupils in inappropriate ways, including personal e-mails and mobile telephones.
- Pass your home address, phone number, e-mail address or other personal details to pupils/children.

- Make physical contact secretive
- Arrange to meet with pupils in closed rooms without senior staff being made aware of this in advance.
- Use physical punishment of any kind
- Confer special attention on one child unless this is part of an agreed school plan or policy
- Transport pupils in your own vehicle without prior management approval
- Take, publish or share images of pupils or other children without their parents' permission.
- Access abuse images (sometimes referred to as child pornography) or other inappropriate material
- Abuse your position of trust with pupils
- Allow boundaries to be unsafe in more informal settings such as trips out, out of school activities etc.

Child Sexual Exploitation (CSE)

The National Working Group for Sexually Exploited Children and Young People defines sexual exploitation as:

“Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child Sexual Exploitation can occur through use of technology without the child's immediate recognition; for example the persuasion to post sexual images on the internet / mobile phones with no immediate payment or gain.

In all cases, those exploiting the child / young person have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social / economic and / or emotional vulnerability”

Sexually exploited children are rarely visible on the streets and are only a small part of the bigger picture of sexual exploitation of children by adults, other children and young people. A growing number of the young people are being sexually exploited by adults and older young people via the Internet. This method of grooming children for abuse has contributed to the invisibility of the sexual exploitation of children.

Sexual exploitation involves both girls and boys under the age of 18. The children involved must be regarded as potential victims of abuse. Increasingly, victims are children under 16 years of age, from all communities and cultures and include a significant proportion of looked after children.

Vulnerability due to abuse, neglect, domestic violence and parental difficulties, disengagement from education, drugs/alcohol, homelessness, peers' involvement in sexual exploitation and association with 'risky' adults are the most common factors amongst children who are at risk of being sexually exploited. Strong links have been identified between child sexual exploitation and prostitution, running away from home, human trafficking and substance misuse. Looked After Children are also particularly at risk of being targeted for sexual exploitation.

Children may be drawn into sexual exploitation by a young person of a similar age. Girls, in particular, are often coerced into sexual exploitation by an older male who targets an individual. They may see him as their boyfriend, and become physically and emotionally dependent upon him. This may be reinforced by the use of alcohol and drugs. Over time, access to friends and family becomes restricted and the child becomes alienated from agencies which may be able to identify and interrupt the abuse. This is often referred to as the grooming process.

Sexual exploitation adversely affects the lives of children and impacts on their health, education, self-esteem and causes them to be socially excluded. This group may include children who have been victims of human trafficking.

Vulnerability factors to sexual exploitation

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:

- Child sexual abuse;
- Domestic violence within the family;

- Family breakdown;
- Physical abuse and emotional deprivation;
- Bullying in or out of school;
- Family involvement in sexual exploitation;
- Parents with a high level of vulnerabilities (drug / alcohol, mental health etc);
- Drug / alcohol, mental health or other difficulties themselves;
- Being looked after in residential care; and
- Going missing frequently

Sexual Exploitation Risk Assessment Form (SERAF)
used as a measure of vulnerability and to refer to outside agencies

Name of worker completing assessment (by phone or email)		Name and contact details of referrer	
Child's Name		Local Authority	
Known to social services since		Date of SERAF Assessment	
Age		Legal status	
Date of birth		Section: Migrant/Refugee/Asylum Seeker/Trafficked status Please specify & Complete Trafficking Risk Matrix:	
Ethnicity		Gender	
Physical/learning disabilities If yes see Section (x) of guidance		Languages spoken	
Have child protection procedures been initiated? (If yes provide date)	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes when:	Involvement with the youth justice system?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the child receiving support or services from any other agency?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If other agencies are involved please list them here e.g. CAMHS, Early Help etc.	
Has sexual exploitation previously been identified as a specific issue for this child?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes when:	Has the All Hampshire Safeguarding and Promoting the Welfare of Children who are at Risk of Abuse through Sexual Exploitation Protocol been used?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes when:

Vulnerabilities	Please tick	Vulnerabilities	Please tick
Emotional neglect by parent/carer/family member	<input type="checkbox"/>	Family history of mental health difficulties	<input type="checkbox"/>
Physical abuse by parent/carer/family member	<input type="checkbox"/>	Low self-esteem	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>	Unsuitable/inappropriate accommodation	<input type="checkbox"/>
Breakdown of family relationships	<input type="checkbox"/>	Isolated from peers/social networks	<input type="checkbox"/>
Family history of domestic abuse	<input type="checkbox"/>	Lack of positive relationship with a protective/nurturing adult	<input type="checkbox"/>
Family history of substance misuse	<input type="checkbox"/>		

Moderate risk indicators	Please tick if present on date of referral or during the past 6 months
Staying out late	<input type="checkbox"/>
Multiple callers (unknown adults/older young people)	<input type="checkbox"/>
Use of a mobile phone that causes concern	<input type="checkbox"/>
Expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression)	<input type="checkbox"/>
Exclusion from school or unexplained absences from or not engaged in school/college/training/work	<input type="checkbox"/>
Sexually Transmitted Infections (STIs), pregnancy/termination of pregnancy	<input type="checkbox"/>
Drugs misuse	<input type="checkbox"/>
Alcohol misuse	<input type="checkbox"/>
Use of the internet that causes concern	<input type="checkbox"/>
Living independently and failing to respond to attempts by worker to keep in touch	<input type="checkbox"/>

Significant risk indicators	Please tick if present between 6 and 12 months ago	Please tick if present on date of referral or during past 6 months
Disclosure of sexual/physical assault followed by withdrawal of allegation	<input type="checkbox"/>	<input type="checkbox"/>
Peers involved in clipping/sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Periods of going missing overnight or longer	<input type="checkbox"/>	<input type="checkbox"/>
Older 'boyfriend' / relationship with controlling adult	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by controlling adult / physical injury without plausible explanation	<input type="checkbox"/>	<input type="checkbox"/>
Emotional abuse by controlling adult	<input type="checkbox"/>	<input type="checkbox"/>
Entering/leaving vehicles driven by unknown adults (not taking and driving away: car theft)	<input type="checkbox"/>	<input type="checkbox"/>
Unexplained amounts of money, expensive clothing or other items	<input type="checkbox"/>	<input type="checkbox"/>
Frequenting areas known for on/off street sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>

SERAF Score		In addition: Physical/Learning Disability: Score 1; Age under 13 and at least 1 significant risk factor present: Score 5
Do you agree with this score ?	Y/N	
Reason/ Rationale ?		
Risk Category		

Vulnerabilities Identified: (if any of these have been ticked please detail why)

Emotional neglect by parent/carer/family member:

Physical abuse by parent/carer/family member:

Sexual abuse:

Breakdown of family relationships:

Family history of domestic abuse:

Family history of substance misuse:

Family history of mental health difficulties:

Low self-esteem:

Unsuitable/inappropriate accommodation:

Isolated from peers/social networks:

Lack of positive relationship with a protective/nurturing adult:

Moderate Risk Indicators Identified: (if any of these have been ticked please detail why)

Staying out late:

Multiple callers (unknown adults/older young people):

Use of a mobile phone that causes concern:

Expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression):

Exclusion from school or unexplained absences from or not engaged in school/college/training/work:

Sexually Transmitted Infections (STIs), pregnancy/termination of pregnancy:

Drugs misuse:

Alcohol misuse:

Use of the internet that causes concern:

Living independently and failing to respond to attempts by worker to keep in touch:

Significant Risk Indicators Identified: (if any of these have been ticked please detail why)

Disclosure of sexual/physical assault followed by withdrawal of allegation:

Peers involved in clipping/sexual exploitation:

Periods of going missing overnight or longer:

Older 'boyfriend' / relationship with controlling adult:

Physical abuse by controlling adult / physical injury without plausible explanation:

Emotional abuse by controlling adult:

Entering/leaving vehicles driven by unknown adults (**not** taking and driving away: car theft):

Unexplained amounts of money, expensive clothing or other items:

Frequenting areas known for on/off street sexual exploitation:

Additional information:

SERAF Risk Assessment: Scoring Guidance

Vulnerabilities

This section of the risk assessment form includes factors that we know may render children and young people vulnerable to being targeted for child sexual exploitation.

Each vulnerability carries a score of 1.

Moderate risk indicators

This section of the risk assessment form includes indicators that are associated with risk of or that may indicate abuse through sexual exploitation.

These should be ticked if they are currently present or have been present during the past 6 months. Each moderate risk indicator carries a score of 1.

Significant risk indicators

These risk indicators are very prevalent in cases where children and young people are at risk of or are being abused through sexual exploitation. In order to monitor any change in risk over time as a result of intervention or a change in circumstances it is important to know whether the risk indicator is current (on date of referral or in past 6 months) or recent (between 6 and 12 months ago).

If the risk indicator is current or has occurred in the past 6 months this carries a score of 5 (right hand column).

Where the risk indicator was present between 6 and 12 months ago but has not been present in the past 6 months this carries a score of 1 (left hand column).

If a significant risk factor has been present during the past 6 months and was present between 6 and 12 months ago both columns should be ticked generating a score of 6 in relation to that significant risk indicator.

- Once the form is completed a total score can be worked out.
- Each score generates a category of risk.
- Each category of risk has an associated action (see SERAF Categories of Risk Framework).

Score

0-5 = Category 1: (Not at risk)

6-10 = Category 2: (Mild risk)

11-15 = Category 3: (Moderate risk)

16 + = Category 4: (Significant risk)

- It is essential that all available information is recorded on the SERAF Risk Assessment Form.
- A SERAF Risk Assessment should be carried out at regular intervals to record any increase or reduction in risk and should inform appropriate intervention.
- A SERAF Risk Assessment should always be carried out following a change in circumstances (e.g. change in placement) as this can have a significant impact on risk.
- If any of the significant risk indicators are identified but the child is categorised as 'not at risk' or as at 'mild risk' a discussion with the team manager and any other professionals or carers involved in the child's life should take place. This is necessary to ensure that all the information relevant to the case has been included in the risk assessment.
- Cases involving children under the age of 13 who have one or more of the significant risk indicators present should score an additional 5 to be added to the total assessment score to reflect the additional vulnerability of their age.

APPENDIX I – Searching a pupil

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Confiscation

- School staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified an Screening

- What the law allows:
- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour² and their duty as an employer to manage the safety of staff, pupils and visitors³ enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also, note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way, which does not expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

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Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also, note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils, what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

1. Can I search?

- Yes, if you are a Headteacher or a member of school staff and authorised by the Headteacher.

2. Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that, a pupil is in possession of a prohibited item.

Also, note:

- The law also says what must be done with prohibited items, which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers, wishing to conduct a search must do so.

4. Authorising members of staff

- Headteachers should decide whom to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A Headteacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

5. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property, which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

6. Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained school.

7. Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

During the search

8 Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also, note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

9 Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

10 Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search

11 The power to seize and confiscate items – general

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also, note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

12 Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it.
- This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the pupil.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances, which are not believed** to be controlled drugs these, can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers**, they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found because of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case the Head Teacher or Designated Safeguarding Lead (DSL) should be informed. The images must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item, which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any **weapons or items, which are evidence of an offence**, must be passed to the police as soon as possible.

1. Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State :
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

2. Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or
- A breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Also, note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

3. Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- Schools should inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Frequently Asked Questions

Q: I am a teacher; can I refuse to search a pupil without their consent?

A: Yes. A Headteacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

Q: Is there a risk that I could face legal challenge if I search a pupil without consent?

A: Headteachers and authorised school staff have a specific statutory power to search pupils without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items.

As long as the member of staff acts within the limits of this specific power, they will have a robust defence against a legal challenge.

Further sources of information

Associated resources (external links)

- Use of Reasonable Force – advice for Headteachers, staff and governing bodies Behaviour and Discipline in Schools
- Behaviour and Discipline in Schools – advice for head teachers and school staff
- Information Commissioner for advice on the Data Protection Act

Legislative links

- The Education Act 1996
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc. Act 1974

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Reference: DFE-00034-2014

APPENDIX 2 - Safeguarding Children Information for Parents

Park Community School recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.'

We have put together this booklet to give you some information about how we meet our safeguarding and child protection responsibilities. We have also included some tips to help you to keep your child safe.

Our Headteacher – Christopher Anders

Telephone 023 92 489800 extension 201

Email safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

Our Designated Safeguarding Lead – Nicky Sherlock

Telephone 023 92 489800 extension 219

Email safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

Our Deputy Designated Safeguarding Leads – Barney Barron, Rachel Dare and Soo Bannard

Telephone 023 92 489800

Email safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

Our Business and Community Manager – Susan Parish

Telephone 023 92 489811

Email safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

If you have any questions about this booklet, or if you would like to see our child protection policy please contact: **Nicky Sherlock**, Designated Safeguarding Lead on 023 92 489800 ext 219 or email safeguarding@pcs.hants.sch.uk

IF YOU ARE CONCERNED ABOUT THE SAFETY OR WELFARE OF YOUR CHILD, OR A CHILD YOU KNOW, YOU SHOULD ACT WITHOUT DELAY.

YOU CAN ASK FOR ADVICE, OR REPORT YOUR CONCERN TO:

Children's Services

Telephone: 0845 603 5620

Out-of-hours duty team

Telephone: 0845 600 4555

Police

Telephone: 0845 045 4545

NSPCC child protection helpline

Telephone: 0808 800 5000

Many people worry that their suspicions might be wrong, or that they will be interfering unnecessarily. If you wish, you can telephone for advice without identifying the child. If the conversation confirms that you are right to be concerned you can then give the child's details. You will be asked for your name and address too, but the agencies will take anonymous calls, so if you really do not want to say who you are, you do not have to. Remember, it is always better to be safe than sorry.

We help to keep pupils safe by:

- having an up to date child protection policy
- having other safeguarding policies, such as anti-bullying and internet safety
- checking the suitability of all our staff to work with children
- encouraging pupils to tell us if something is wrong
- adhering to health and safety regulations
- training all our staff to recognise and respond to child welfare concerns
- appointing a DSL who has additional training in child protection
- working in partnership with parents and carers
- sharing information with appropriate agencies if we have concerns
- managing and supporting our staff team

Internet and mobile phone safety

Mobile phones and computers are a part of everyday life for many children and young people. Used correctly, they are an exciting source of communication, fun and education but used incorrectly, or in the wrong hands they can be threatening and dangerous.

The risks include:

- cyber-bullying, where hurtful texts or emails are sent to children
- children accidentally or deliberately accessing violent or sexually explicit websites, either on a computer or a mobile phone
- paedophiles talking to children by mobile phone or online and enticing them to engage in sexual conversations, photographs, video or actual meetings.

It probably is not practical to simply ban your child from using mobiles and computers as they may well try to find a way of using them, perhaps at a friend's house or in an internet café. They also need to learn how to manage the risks. Younger children will be much easier to supervise and you will decide if and when they should begin to use these technologies.

Here are some tips to help you to manage the risks.

- Try to put the computer in a family room where it will be easier for you to supervise your child's online activity.
- Ensure that your child knows they should never give their full name, address and contact details to people they chat to on the internet.
- Gently explain that some people they talk to on the internet may not be who they say they are and might say or do unpleasant or hurtful things.
- Investigate whether the 'parental controls' available from some internet service providers will be helpful.
- Consider installing software that can filter out inappropriate material.

- Talk to your child about their internet use. Ask them which sites they enjoy most, and why. Show you are interested, while understanding their need for some privacy.
- Impress on your child that they can talk to you if they are worried about something that has happened during their internet use.
- Make it very clear that your child must never arrange to meet someone they have chatted to online without your permission. Their new 'friend' might well be a local young person of similar age, but they might not.

For further advice and information visit:

Internet Watch Foundation: www.iwf.org.uk

Child Exploitation and Online Protection Centre: www.ceop.gov.uk

Stop It Now! www.stopitnow.org.uk

You may be alerted to question your child's online activity if they are:

- spending more and more time on the internet
- being secretive – reluctant to talk about their internet activity, closing the screen page when you are close by
- spending less time with the family, or giving up previous hobbies and interests
- losing interest in their schoolwork, regularly failing to complete homework
- starting to talk about 'new friends' that you have not met and who do not visit your home
- overly possessive of their mobile phone or computer – perhaps overreacting if someone picks it up or asks to borrow it
- showing fear or discomfort when their phone rings, or quickly turning it off without answering
- undergoing a change in personality that you cannot attribute to any obvious cause. Remember that none of these signs prove that your child is at risk in any way, but if you notice anything that confuses or worries you try talking things over with them. They may well tell you to stop fussing. They may be laid back.

In any case, think about their demeanour and attitude as well as what they say.

If you are still concerned contact one of the helping agencies listed in this document

Child abuse and what to look for

No parent wants to think about the possibility of their child becoming a victim of abuse, and most children are never abused. Even so, it is important for parents to be aware of the possibility and to know that help is available if the unthinkable does happen.

Although there is always a lot of media focus on 'stranger danger', the abduction of children is rare and the threat from strangers is quite small. You should still ensure that your child knows the rules about keeping safe when they are out alone.

Most children know their abusers. They may be family members or friends of family, someone who works with the child or someone who lives in the community.

There are four types of abuse: physical, emotional, sexual abuse and neglect.

There are many signs, or indicators that a child might be suffering abuse. There may be injuries, but it is more likely that you will notice some change in your child's behaviour.

If you notice anything that concerns you, talk to your child to see if you can find out what is happening. Remember that, if your child is being harmed, she or he may be too frightened to tell you. If your child becomes distressed or you are not happy with the explanations, you could talk to an adult you trust or call a helpline or children's social care services. Our DSL at school will also try to help.

Some signs to look for are:

- bruises or other injuries
- a change in behaviour – from quiet to loud, or from happy-go-lucky to withdrawn
- pain or discomfort
- fear of a particular person, or a reluctance to be alone with them
- secrecy around a relationship with a particular person
- reluctance to discuss where they go, or who they are with
- sexual talk or knowledge beyond their years
- being watchful, or always on edge
- losing interest in their appearance, hobbies or family life
- alcohol or drug taking
- having money and refusing to say where it has come from
- wetting the bed
- becoming clingy

You will find more useful information in the school's child protection policy.

If your child is being bullied

We define bullying as behaviour that is deliberate, repeated more than once and is designed to be hurtful. Bullies tend to pick on children who they think are unable to defend themselves. Bullying is not only about hitting or fighting. It also includes name calling, threats, taking belongings, intimidating and making unkind or abusive remarks. Children may try to hide the fact they are being bullied because they are afraid or ashamed but you might notice some signs, for example your child might:

- change their behaviour
- come home with torn clothing
- 'lose' their dinner money, or ask for extra money
- try to avoid going to school
- complain regularly of headaches or stomach aches
- have unexplained cuts and bruises
- play truant.

We have anti-bullying procedures that help us to identify and deal with any case of bullying in school, but bullying does not only take place in school, it can also happen in the home or in the community.

Bullying can be serious and cause a lot of distress. If your child tells you that they are being bullied in school, ask for their permission for you to tell us. They may not have told us themselves because they are afraid that the bully will find out and the bullying will get worse. Try to help them to understand that the bullying will not stop while it is kept secret. As soon as we know it is happening we will follow our anti-bullying procedures to try to stop it.

It is also distressing to suspect that your child might be bullying other children. Our anti-bullying procedures include trying to support children who bully to change their behaviour, so please talk to us if you think your child needs some help.

What we will do if we have a concern about your child

If we are concerned that your child may be at risk of abuse or neglect we must follow the procedures in our child protection policy. You can look at the policy in school, or receive a copy to take home. Please just ask at reception.

The procedures have been written to protect all pupils. They comply with our statutory responsibilities and are designed to support pupils, families and staff. The procedures are based on the principle that the welfare of the child is the most important consideration.

In almost all circumstances, we will talk to you about our concerns and we will also tell you if we feel we must refer our concerns to children's social care. We will ask your consent to make a referral, but in some circumstances we may need to make the referral against your wishes. We will only do this if we genuinely believe that this is the best way to protect your child, and the fact that you did not consent to the referral will be recorded.

If we think that talking to you first might in some way increase the risk to your child, we will report our concerns to children's social care and take advice from them. We will normally tell you that a referral is being made and we will record the reasons why we decided to follow this course of action.

All child protection records are kept separate from your child's general school file. Records are stored in a locked cabinet or drawer, and if stored on computer they are password-protected. The only staff who have access to the records are those who need to know about the concerns in order to protect and support your child.

Child protection is a very sensitive issue and it raises many questions and a range of strong emotions. We will do everything we can support our pupils and you can be assured that any action we take will be in the best interests of your child.

Complaints Procedure

There may be times when you need to tell us that something has gone wrong. If you have a serious concern about the safety or welfare of your child or another pupil, it may be dealt with under our Child Protection procedures. In the first instance contact Nicky Sherlock (Designated Safeguarding Lead) or Christopher Anders (Headteacher).

You are welcome to see a copy of our full Child Protection Policy by contacting the school.

APPENDIX 3 - Using Images of Children Consent Form (for HCC Schools)

To _____ [Name of the child's parent or guardian:]

Name of child: _____

PARK COMMUNITY SCHOOL

Occasionally, we may take photographs of the children at our school. We may use these images in our school's prospectus or in other printed publications that we produce, as well as on our website, or on project display boards at our school. We may also make video or webcam recordings for monitoring or other educational use.

The Media Suite at Park Community School means all pupils will at times have the opportunity to record and/or appear in audio or video projects related to curriculum work or as part of their personal development. Some of these projects may be shown in our daily "Butterfly Broadcasts", on Park Community School's website or possibly BBCi.

From time to time, our school may be visited by the media who will take photographs or film footage of a visiting dignitary or other high profile event. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make any recordings of your child for promotional purposes. Please answer questions 1 to 4 below, then sign and date the form where shown.

Please return the completed form to the school as soon as possible.

	<i>Please circle your answer</i>
May we use your child's photograph in the school prospectus and other printed publications that we produce for promotional purposes or on project display boards?	Yes / No
May we use your child's image on our website?	Yes / No
May we record your child's image on video or webcam?	Yes / No
Are you happy for your child to appear in the media?	Yes / No

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

Please also note that the conditions for use of these photographs are on the back of this form.

I have read and understood the conditions of use on the back of this form.

Parent's or guardian's signature _____ Date: _____

Name (in block capitals): _____

Conditions of use

1. This form is valid for *five years from the date you sign it, or for the period of time your child attends this school / *for this project only. The consent will automatically expire after this time.
2. We will not re-use any photographs or recordings *after your child leaves this school / *after the project is completed.
3. We will not use the personal details or full names (which means first name **and** surname) of any child or adult in a photographic image on video, on our website, in our school prospectus or in any of our other printed publications without good reason. For example, we may include the full name of a pupil in a newsletter to parents if the pupil has won an award.
4. If we name a pupil in the text, we will not use a photograph of that child to accompany the article without good reason. (See point 3 above.)
5. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.
6. We may include pictures of pupils and teachers that have been drawn by the pupils.
7. We may use group or class photographs or footage with very general labels, such as “a science lesson” or “making Christmas decorations”.
8. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Please note that the press are exempt from the Data Protection Act and may want to include the names and personal details of children and adults in the media.

* *Please delete the option that does not apply.*

APPENDIX 4 - Whistleblowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- Crime
- A miscarriage of justice
- Illegality
- Health and safety
- Environmental or property damage
- Unauthorised use of public funds
- Concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- Bullying or humiliation
- Contravening health and safety guidelines
- Serious breaches of the school's code of ethical practice
- Professional practice that falls short of normally accepted standards
- Compromising pupil's welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the headteacher.
- If the headteacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.

- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The headteacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the headteacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work
Suite 301
16 Baldwins Gardens
London
EC1N 7RJ
020 7404
6609
whistle@pcaw.co.uk
www.pcaw.co.uk

APPENDIX 5 - Visiting staff Child Protection information leaflet (including Welfare Concern Form)

Park Community School statement

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

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour
- make a disclosure to you

If you are concerned for a child's health, welfare or safety in any way you must speak to the DSL Nicky Sherlock or a senior member of staff before you leave the school site.

If you observe something please do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form (attached) and hand it to the DSL or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

Child Protection – Welfare Concern Form

Pupil Name: _____ **DOB:** _____

Mentor: _____ **Year Group:** _____

Completed by: _____ **Date:** _____ **Time of completion:** _____

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself

What have you observed and when?
(This relates to anything you have personally witnessed)

What have you been told and when?
(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Signature of visiting member of staff: _____ Print name: _____

Please provide a contact number should we need to speak to you again about this concern: _____

APPENDIX 6 - Self-Harm Policy

Approved by Governors 06/07/11

Our definitions of Self-Injury

We regard self-injury to be a coping mechanism for young people who are attempting to cope with high levels of distress and emotional pain. It is any deliberate, non-suicidal behaviour, which causes physical pain or injury and is aimed at reducing the emotional pain and distress of the individual concerned. These behaviours may include deliberate bone-breaking, cutting, bruising, banging and non-suicidal overdosing and the behaviours are usually chronic, repetitive and habitual.

Young people who self-injure will generally attempt to hide any scarring or injuries and can find it extremely difficult to discuss their behaviours, and the emotions behind them, with others. We understand these behaviours not to be about seeking attention but rather to be about seeking relief and release from emotional distress. We also understand that self-injury is not suicidal behaviour. However, the emotional distress that causes these behaviours can lead to suicidal thinking and actions we will consequently take ALL incidents of self-injury seriously, investigate them and attempt to provide the most appropriate emotional support possible.

Aims

Our school team is dedicated to ensuring the emotional, physical and mental well-being of all the students in our community. We consequently aim to:

- Recognise any warning signs that one of our students may be engaging in self harming behaviour
- Understand the risk factors associated with these behaviours including low self-esteem perfectionism, mental health issues such as anxiety or depression, home or school problems, social isolation, emotional, physical or sexual abuse.
- Be pro-active in discussing this topic with students we might feel are deliberately harming themselves.
- Know how to respond to students who wish to discuss these behaviours with us and take them seriously at all times.
- Be able to produce short and long-term care and management plans for such students in conjunction with external agencies if necessary.
- Provide the appropriate level of practical and emotional support for staff dealing with students who self-harm and ensure appropriate training and education is available to all staff regarding this issue.

Recognising warning signs

We are aware that for some young people there will not be any specific warning signs that they are engaging in or contemplating engaging in self-harming behaviours. For others, the following indicators may be noted:

- Risky behaviours, for example, drug taking, alcohol misuse.
- Lack of self-esteem, being overly negative.
- Bullying of others.
- Social withdrawal.
- Significant change in friendships.

- Regularly bandaged wrists and arms.
- Obvious cuts, burns or scratches (that don't look like accidents).
- A reluctance to participate in PE or change clothes.
- Frequent accidents that cause physical injuries.
- Wearing long-sleeved tops even in very hot weather.

Key responsibilities

Everyone in the school community – the Governing Body, the Headteacher, all staff and teachers, pupils and parents / carers – all have responsibilities to promote and adhere to this policy in order to help ensure the well-being of all within the community. These are outlined as follows:

Governing Body

- Ensure that 'special arrangements' are made for students who self-harm (for example, time out, wearing long-sleeved tops) as part of the Individual Management Plans and that these are appropriately reviewed.
- Ensure the existence of a Procedural Policy in case of self-harming incidents occurring within the school context and that this is reviewed as necessary.

Headteacher

- Appoints a DSL to be responsible for all incidents of self harm and be responsible for disseminating the policy and training to the whole team.
- Be ultimately responsible for ensuring that DSL receives appropriate training and supervision (possibly from the local CAMHS team).
- Ensures that all staff in the school community are fully conversant with and adhere to our Self-Harm policy.

Designated Safeguarding Lead

- Ensures that the policy is disseminated and implemented appropriately, providing regular feedback and updated to the Headteacher and Governing Body.
- Develops a record-keeping system to record such incidents and ensures that this is kept up to date and incidents and developments are regularly reported to the Headteacher
- Ensures that students have an appropriate care and management plan which is recorded and, if necessary, developed with the support of external specialist agencies.
- Liaises with external agencies (specifically mental health) in order to provide the most appropriate support alongside utilising key services to provide up to date education and information for students, parents / carers and staff.
- Liaises with parents / carers as appropriate in order to ensure the safety and wellbeing of students in the school community.
- Reports on suicidal intent or feelings straight away and refers to other professional bodies as appropriate.

All Staff

- Act in an empathetic manner, assuring students that they are available to actively listen in a calm and non-judgmental manner.

- Know the available support options or referral routes and refer students to these as appropriate.
- Adhere to our Duty of Care policy and Health and Safety Policy.
- Be committed to providing an emotionally literate context in which the self-esteem and emotional and mental well-being of all are fostered and promoted.
- Ask for help if they feel a situation falls outside of their emotional competency, skills or knowledge base.

Parents or Carers

- Ensure that school staff are kept informed of any changes or incidents that occur outside of the school that you feel may impact on the behaviour and well-being of your child.
- If you become aware that your child is engaging in these behaviours, work with the DSL in order to help us develop the best ways of supporting you and your child.
- Know that you may also need emotional support and find out where this is best accessed.

Students

- Ensure that they know who they can talk to in both the immediate and longer term, should they feel distressed or at risk in either the school or social context (such as the DSL).
- Alert a member of staff if they are at all concerned about a friend or peer who may be at risk of self-harming, engaging in these behaviours, or who may present as suicidal or discussing suicide.

Links to other policies

Our Self-Harm Policy has direct links to (and should be read in conjunction with) the following policies:

- Child Protection
- Health & Safety
- Behaviour and Attendance
- Anti-Bullying
- Special Educational Needs

APPENDIX 7 - Forced Marriage Policy

Approved by Governors 06/07/11

“Marriage shall be entered into only with the free and full consent of the intending spouses.” (Universal Declaration of Human Rights, Article 16(2))

“No marriage shall be legally entered into without the full and free consent of both parties.” (UN Convention on consent to marriage, minimum age for marriage and registration of marriages, Article 1)

“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child should be a primary consideration.” (United Nations Convention on the Rights of the Child)

“Children should be protected from all forms of sexual exploitation including unlawful sexual activity.” (United Nations Convention on the Rights of the Child, Article 34)

“A woman’s right to choose a spouse and enter freely into marriage is central to her life and her dignity and equality as a human being.” (General Recommendation No.21, Comment Article 16 (1) (b), UN Convention on the Elimination of All Forms of Discrimination Against Women)

Forced Marriage

- The guidance makes a clear distinction between forced marriage and traditional arranged marriages. In a forced marriage one or both of the spouses do not consent to the marriage and some element of duress including both physical and emotional pressure is involved.
- 250 cases of forced marriage are reported to the Foreign & Commonwealth Office each year. Many more cases come to the attention of the police, social services, health, education and voluntary organisations. Many go unreported.
- Forced marriage is primarily, but not exclusively, an issue of domestic violence against women. Most cases involve young women and girls between 13 and 30, although the study reports that as many as 15% of victims may be males.

Motives prompting forced marriage

- Parents who force their children to marry often justify their behaviour as protecting their children, building stronger families and preserving cultural or religious traditions. They often do not see anything wrong in their actions.
-
- Forced marriage cannot be justified on religious grounds; every major faith condemns it and freely given consent is a prerequisite of all religions.
-
- Often parents believe that they are upholding the cultural traditions of their home country when in fact, practices and values there may have changed.

- Some parents come under significant pressure from their extended families to get their children married. In some instances, an agreement may have been made about marriage when a child is only an infant.
-
- Many young people live their entire childhoods with the expectation that they will marry someone their parents select – some may be unaware that they have a fundamental human right to choose their spouse.

Some of the key motives that have been identified are:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity, or being lesbian, gay, bisexual or transgender) - particularly the behaviour and sexuality of women
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in what is perceived to be a “westernised manner”
- Preventing “unsuitable” relationships, e.g. outside the ethnic, cultural, religious or caste group
- Protecting “family honour” or “izzat”
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideals
- Protecting perceived religious ideals which are misguided
- Ensuring care for a child or adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for UK residence and citizenship
- Long-standing family commitments.

While it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage.

Symptoms and indicators

Education:

- Truancy
- Low motivation at school
- Poor exam results
- School withdrawal
- Low self esteem

Health:

- Self Harm
- Attempted suicide
- Eating disorders
- Depression
- Isolation

Employment:

- Poor Performance

- Poor attendance
- Limited career choices
- Not allowed to work
- Financial control

Family History:

- Siblings forced to marry
- Family disputes
- Domestic violence and abuse
- Running away from home
- Unreasonable restrictions e.g. house arrest

The cost to the young person

- The implications of a forced marriage for the young person are often extreme.
- Isolation - They may feel they have no one to talk to about their situation and fear being outcast by their community if they complain.
- May be withdrawn from school and not be allowed to go out with friends or to social activities.
- May not feel they cannot tell anyone or seek help to escape a forced marriage, consequently they may suffer emotionally, leading to depression and self harm.
- In some reported cases where young people have tried to escape a forced marriage by running away, the family have solicited hired help 'bounty hunters' to find them and in a number of tragic cases the young person has been murdered.

Confidentiality

- School and college based staff need to be aware that a young person facing a forced marriage may face significant harm if their families become aware that they have sought assistance from school or another agency. Confidentiality must be considered paramount.
- THE "ONE CHANCE" RULE
- All practitioners working with victims of forced marriage and honour-based violence need to be aware of the "one chance" rule.
- That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life.
- This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases.
- If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

Advice

- Remember forced marriage places children, young people and vulnerable adults at risk of rape and possible physical harm. Some cases have resulted in the reluctant spouse being murdered.
- Information about a forced marriage may be received by any member of staff so all staff need to know what to do.
- The information may come directly from the young person, from a friend of the young person or from other family relatives.

- The disclosure of plans to force the young person to marry may occur when a member of staff is trying to help them to address other issues, like truancy, absenteeism, adolescent / parent conflict, or running away etc.
- All staff need to know that if they are concerned that a young person is being forced to marry or if the young person discloses that they fear that this is going to happen, that they should inform the Child Protection Liaison Officer immediately.
- In these circumstances the named teacher should follow the locally agreed child protection procedures and seek advice.
- The named person should not talk to the young person's parents before taking advice, the risks are too high at this stage. This is one of the situations where professionals need to understand that the child is taking a huge risk by talking to anyone especially teachers who, parents know, are likely to pass such information on.

Where a young person discloses the Named Person should:

- Try to ascertain whether the young person feels that they are at immediate risk.
- Avoid asking leading questions.
- Make a record of everything that the young person tells them.
- Keep records of concerns and disclosures in a secure place, separate from the young person's school file.
- Be prepared to share as much information as possible with social services and or the police. Family details and where known extended family networks are particularly useful.

And should not:

- Approach the young person's family, friends or those people with influence in the community before operating child protection procedures.
- Share information outside child protection information-sharing protocols.
- Breach confidentiality except in order to follow procedures.
- Attempt to be a mediator.
- If you are the named person but not the headteacher inform the headteacher.
- In such circumstances social services may need to speak to the young person in school without parental consent. The decision lies with the headteacher.
- Social services and or the police are allowed to do so where it is felt that not doing so would put the young person at risk of significant harm or in immediate danger.
- Schools are required by the Children Act 1989 to assist social services when they are carrying out Section 47 (child protection) inquiries.
- The Education Act 2002 Section 175 places a duty on schools to promote and safeguard children's welfare.

What can Social Services and the Police do?

- Children's Social Care will make an assessment of the risks to the young person of returning home.
- If the young person is at immediate risk they may choose to ask the police to take them under 'Police Protection'.
- The police have the power to enter premises and remove a young person if they have reasonable cause to believe that the young person is at risk of significant harm. The police have this power with or without the co-operation of social

- services. (section 46 Children Act 1989) The police would then ask social services to find a place of safety for the young person, this order lasts for up to 72 hours.
- The police must release the young person after 72 hours, however social services can then apply for an Emergency Protection Order (EPO) (Sect 44 Children Act 1989) if the young person is still thought to be at risk of significant harm.
- If the police are unwilling to take out a police protection order, or such an order is thought as inappropriate as it only gives 72 hours cover, social services can apply for an EPO this gives 8 days cover and can be extended for a further 7 days.
- An EPO application can be made to the court without giving notice to the parents if this is necessary to protect the young person. In exceptional circumstances an EPO application can be made over the phone.
- Once the young person is safe from immediate risk social services can carry out a fuller inquiry and assessment with the family and as a result may decide to pursue a more substantive legal order to protect the young person over a longer term.
- A young person of seventeen and above cannot be made subject of a care order and in these circumstances Wardship may be applied for.
- Where a young person is made a 'ward of the court', in effect the court takes over the parental responsibility for the young person

What if a forced marriage has happened?

- If a young person is forced to marry, either within the UK or abroad, they may try to contact a member of staff for help and support, where this happens the member of staff should follow child protection procedures if the young person is under eighteen or contact police and social services if the person is an adult.
- Remember, talking to anyone who might intervene on the young person's behalf places the young person or adult at great risk, confidentiality is essential.

Schools, colleges and universities can create an "open" and supportive environment by:

- Circulating and displaying copies of the Forced Marriage Unit posters on forced marriage
- Displaying relevant information e.g. details of the NSPCC Asian Child Protection Helpline, Child Line, Careline and appropriate black and minority ethnic women's groups
- Ensuring that a private telephone is made available should students need to seek advice discreetly
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms
- Encouraging young people to access appropriate advice, information and support

Curriculum

- Schools and colleges can introduce forced marriage into the curriculum by discussing different types of marriage (love matches, arranged and forced marriages) within relevant classes. These include:
- Personal, social, health and economic education
- Citizenship

- Religious knowledge
- Drama
- History
- Sociology.
- Introducing discussions about marriage within English literature classes for example when reading “Romeo and Juliet”
- Making books available such as Unbroken Spirit, Shame, Daughters of Shame, Brick Lane, (Un)arranged Marriage, Arranged Marriage, Without Mercy and Sold
- Providing videos such as Watch Over Me, Tying the Knot, Love Snatched and
- Narina’s story

Forced Marriage Unit

G/58 Old Admiralty Building, London, SW1A 2PA

Tel: 020 7008 0151 (9–5 Monday to Friday, for out of hours emergency support please contact the FCO Response Centre on 020 7008 1500)

Email: fmu@fco.gov.uk

APPENDIX 8 - Useful Telephone Numbers

Key Personnel	Name (s)	Telephone No.
Hants Direct Professionals Line (for all referrals into social care)	Central Reception Team	01329 225379
CAMHS Child and Adolescent Mental Health Services		02392 224560
Out of hours Social Care		0845 600 4555
Safeguarding Advisors / Local Authority Designated Officers LADO	Barbara Piddington (Eastern Area) Eric Skates (Western area) HCC Safeguarding Unit	01962 876364
Childline		0800 11 11
Off the Record (Free Support Line)		0800 801 0724
NSPCC		0808 800 5000
Samaritans		08457 90 90 90
Police		08450454545