Safeguarding Policy (November 2017)

Park Community School

Adopted by Park Community Ventures (Charity No. 1134562) and Park Community Enterprises Limited (Registered No. 8519328)

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

- Child Protection Policy
- Prevention of Extremism and Radicalisation Policy
- Behaviour Policy
- Equality Policy
- E-Safety Policy
- Staff Code of Conduct
- Use of Reasonable Force Policy
- Whistle-blowing Policy

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Park Community School Safeguarding Policy

This policy should be read in conjunction with the school's Child Protection Policy and Staff Code of Conduct.

Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils.

The actions that we take to prevent harm, to promote wellbeing, to create safe environments, to educate on rights, respect and responsibilities, to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

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.

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

- 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.
- 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 Student, 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. Amended July 2016 for DSL names only; Revised September 2016 in accordance with KCSiE 2016 guidance; Revised November 2017 in accordance with HCSB procedure and guidance May 2017 and again following HCSB safeguarding audit 21 Nov 2017.

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

Approved by Governors on: 22 November 2017
Reviewed: November 2017   Next review: September 2018

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 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
- 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 predicable 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 student through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives students 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 students in the school. The school will ensure that the student 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 student such as Social Care, Child and Adolescent Mental Health Service, School Health Services, Southern Domestic Abuse Service, The Children's Society (Young Carers)
- Ensure that child protection records and or records of concern are transferred accordingly (separate from student files) when a child leaves the school
- Ensure that, where a student 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 student file.

Key Personnel

Designated Safeguarding Lead (DSL)

At this school, the DSLs are **Soo Bannard (KS3) and Rachel Dare (KS4).** They are the persons to whom all cases should be referred.

Laura Hamson (Deputy DSL) will deputise in their absence.

The nominated Safeguarding governor is – **Barney Barron**

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 6 for other emergency and out of hours contact numbers.

With any referral inform the DSL at the earliest convenience.

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.

Part 1 - High risk and emerging safeguarding issues

Preventing Radicalisation and Extremism

See separate policy.

Gender based Violence/Violence against women and girls

The government strategy highlights specific issues which women and young girls face around issues of:

(a)   gender based violence
(b)   Female Genital Mutilation (FGM)
(c)   Forced marriage
(d)   Honour based violence
(e)   Teenage relationship abuse

Gender based violence

No girl or woman should live in fear of any kind of violence and every child should grow up feeling safe and protected, leading to the best start in life.

- Symptoms which may suggest this in students could range from:
- Withdrawal from social situations
- Anxiety and depression
- Suicidal thoughts or self harm
- Mental health issues
- Physical bruises, burns, other injuries

Female Genital Mutilation (FGM)

FGM is known as the practice of partially or completely removing external genitalia of girls for non-medical reasons, often for religious or cultural purposes. Symptoms may be:

- Frequent visits to the medical room
- Recurring water infections
- Frequent visits to the toilet

A member of staff who becomes aware has a duty to report immediately to the police, and then the DSL.

Forced marriage

Forced marriage is where one or both people do not or cannot consent to marriage. This is recognised as a form of domestic violence and is a serious abuse of human rights. Symptoms may be:

- Withdrawal from social situations
- Extended absence from school
- Evidence of extreme parental restriction.
- Fear and feelings of isolation
- Depression
- Behaviour consistent with distress
- Symptoms similar to those suffering from domestic violence

Honour Based Violence (HBV)

Violence which is used to control behaviour within the family home or amongst other social groups in order to protect religious/cultural beliefs. This often occurs when a member of the family/social group have brought shame on the wider social grouping, thereby breaking their code of honour. Behaviours which cause HBV may be:

- Inappropriate dress/makeup
- Rejection of forced marriage
- Existence of a boyfriend/girlfriend
- Pregnancy
- Symptoms which may suggest HBV are similar to those suffering from domestic violence.

Teenage relationship abuse

Teenage relationship abuse is where teenagers do not recognise or understand what is controlling behaviour or have little concept of what constitutes a healthy relationship. This can lead to controlling behaviours and could turn into a form of domestic abuse. Linked to this is the concept of consent and the difference between consenting of their own free will or consenting due to pressure being exerted upon them by their partner. Symptoms displayed are similar to those found in domestic violence.

Experience of any of the above issues can lead to psychological, emotional or physical issues and could contribute to other issues such as chaotic lifestyle, substance misuse, gang involvement and mental health issues. It is crucial therefore that staff are able to recognise symptoms and follow up immediately.

The government approach is to tackle all of the above issues through prevention and early intervention.

At Park we aim to increase student knowledge around these issues through aspects of our curriculum which focus on heathy relationships and discussion around views on controlling behaviour, violence, abuse, sexual abuse and consent. This may be delivered through assemblies, challenge days, character building and belief and culture lessons or through access to outside agencies.

If staff are concerned around any of these issues or disclosures are made, the relevant child protection form should be completed and passed to the DSL who will then follow up with appropriate action. In the case of FGM, on 31st October 2015, it became mandatory for teachers to report **known** cases of FGM to the police. In this situation the headteacher and DSL should be informed. **At no time should staff examine students to confirm.** In the case of HBV if it is clear that a crime has occurred or the student is at immediate risk, police are to be informed immediately.

Peer on Peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear on school policy and procedure for this and should adhere to this at all times. At Park all concerns of this nature need to be passed onto the relevant PSG/BSG team as well as DSL leads who will then follow up each individual incident as required.

The Toxic Trio

Domestic Abuse

Domestic abuse is any incident or patterns of incidents which involve controlling, coercive or

threatening behaviour. This kind of behaviour can be found between anyone aged 16 or over who have been intimate partners or family members, regardless of gender or sexuality. Domestic abuse can be one of the following:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is acts which can isolate people and limits sources of support. Exploitation for personal gain or deprivation of the means to be independent and regulating everyday behaviour. Coercive behaviour can include assault, threats, humiliation and intimidation or any other forms of abuse which could harm, punish or intimidate their victim.

Children witnessing domestic abuse are at risk and this is recognised as 'Significant harm in law'. Indicators that children are witnessing such abuse can be as follows:

- Aggressive behaviours
- Signs of depression/anxiety
- Becoming withdrawn
- Lack of educational progress
- Cliingy
- Problems sleeping
- Eating disorders
- Wets the bed
- Prolonged periods spent at the medical office
- Truancy
- Drugs
- Alcohol
- Self-harm

If any staff at Park have any concerns regarding students who display any of these symptoms, they should refer to the designated DSL who will follow up as appropriate.

Parental Mental Health

Mental health issues cover a wide range of illness such as depression, anxiety, psychosis such as schizophrenia and bipolar. Parental mental health illness does not always impact on student lives within school, however it is vital for staff to be aware of the impact this could have on students. This could include students caring for parents, neglect, students with restricted social lives, lack of concentration, lack of food, witnessing self-harm/suicidal episodes.

If staff are concerned or become aware of any of the above or other concerns that would suggest a child is suffering due to parental mental health, a referral should be made to the relevant DSL who will follow up as appropriate.

Parental Substance Misuse

This is defined as the misuse of both alcohol, prescription drugs and illegal substances and is defined by the Advisory Council for the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users

and those around them.'

This can have an adverse effect on the student when substance misuse means their parenting is severely incapacitated or where caring responsibility is falling on the student's shoulders. The impact of this can include;

- Students caring for parent and family siblings.
- Parental lack of interest in student progress
- Behavioural difficulties
- Lack of concentration
- Inappropriate conversations linked to substance misuse
- A drop in attendance and /or performance

Whilst the above may not necessarily indicate substance misuse, this should be considered as an issue. If staff recognise any of these symptoms and are concerned, a referral to the relevant DSL should be made who will then consider appropriate action which may include a referral to children's services.

Missing, Exploited and Trafficked Children (MET)

Within Hampshire the acronym MET is used to identify all children who are missing, believed to be at risk of or being sexually exploited, or who are at risk of or are being trafficked.

Children Missing from Education

The above refers to all children who are not on a school role or who have been out of any educational provision for a period of time (usually ten days with no explanation). All agencies need to work together to identify these children and re-engage them as soon as possible. Reasons to be considered are:

- Failure to start educational provision and no follow up
- Stop attending or are withdrawn by parents with no explanation
- Failure to complete transition between schools
- Students from refugee and asylum seeking families
- Students experiencing neglect or abuse
- Missing lessons and patterns which occur as well as missing days and patterns of absence. Is parental contact with school regular on these occasions and if not why not?

Staff at Park monitor attendance closely with daily text messages and /or phone calls being sent to parents. A home liaison team will regularly make home visits to students who are not attending on a regular basis and concerns arising from this are referred to the appropriate DSL.

A student's name may not be removed from the school roll until they have been continuously absent for at least 4 weeks and both the school and education service have failed to locate the student. After this time the student file should be uploaded to the DfE secure site and the local authority CME officer should be informed. The student should then be clearly identified as missing from education and files kept within school.

Where the headteacher has been notified a student is being educated elsewhere and has removed them from the school roll the education service must be notified within 10 school days.

Students Missing from Home/Care

Students who go missing are giving a clear indication that something is wrong at home and they are not happy. This could be for a variety of reasons such as Neglect, abuse, grooming. A missing person

is classified by police as 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be a subject of a crime or at risk of harm to themselves or another.'

At Park we endeavour to notify parents immediately if students are missing from class or have not turned up at the beginning of the school day. In cases where parents cannot be contacted and school is concerned, members of the home liaison team may be sent to the family home to make contact. Where there is increasing concern for vulnerable students, the police and children's services may be notified. In the case of a CIC going missing, police and children's services will be notified immediately and the student will be reported as a missing person.

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

We use the sexual exploitation risk assessment form (see Appendix 1 – SERAF) to identify students who are at risk and the DSL will share this information as appropriate with children's social care.

Trafficked Children

Trafficked children are those who may have been trafficked into the UK and are at a high risk of going missing. Any child who has been transported for exploitative reasons is considered to be a trafficking victim. Indicators which could suggest trafficking are:
- Signs of physical/sexual abuse.
- History of moving around a lot and missing information
- Limited freedom of movement
- Goes missing for periods of time.
- Attendance issues and difficulty contacting the family members.
- Substance misuse
- Truancy/disengagement with education
- Inappropriate use of the internet

These behaviours do not always indicate trafficked children but staff need to be mindful that these may raise concerns. Any concerns around trafficked children should be reported to the appropriate DSL who will deal with the situation appropriately.

Technologies

e-Safety

Our students 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 students safe in school. Cyberbullying and sexting by students, 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 students are not allowed to access these sites in school. Some students 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.

Please separate policy on E-Safety.

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.

Students 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"

Part 2 -Safeguarding Issues relating to individual student needs

Students with medical conditions (in school)

As a school we have a team of trained first aid staff who are well equipped to dealing with medical concerns. The school nurse is responsible for overseeing students with individual medical conditions who may require regular medication. The school nurse will liaise with parents and complete the necessary paperwork to keep records up to date and inform staff as and when necessary of individual student needs.

Students with Medical Conditions (outside of school)

There may be times when students are unable to attend school due to illness or hospitalisation. These may include long term illness, post-operative periods or students with long term mental health issues. At these times the school nurse will liaise with parents and outside agencies to ensure the student is supported with their needs. The PSG staff will liaise with HOY to ensure work is provided for the student and will help to ensure that transition back into school is made as easy as possible for the student concerned. It may be necessary for students to be provided with a part time timetable for a period of time and this will be managed by either SEN or assistant heads responsible for KS3 and 4.

Where an absence due to medical conditions may be longer than 15 consecutive days the Education and Inclusion service will be informed in order to support with the student's education.

Fabricated or Induced Illness

Indications of fabricated illness could include falsification of medical documents, induction of illness by a variety of methods, fabrication of symptoms.

If staff are concerned that parents may be fabricating their child's illness or medical condition, they should refer through the safeguarding referral process and the DSL will follow up through the procedures set out by the Hampshire Safeguarding Children's Board.

Mental Health

Mental health is becoming an increasing concern within schools and is therefore important for mentors to build positive relationships with their mentees and get to know them well. Any changes in behaviour which are sudden or extreme can be a sign that students are suffering from issues which have occurred outside school. These can include family illness or bereavement, family conflict which results in separation or children being taken into local authority care. Life changes and or traumatic events such as abuse, bullying etc can all contribute to changes in student wellbeing and mental health.

Where staff identify concerns, students should be given the opportunity to talk through any issues. The decision can then be made with regard to informing parents and ways to support the student can be shared. Where necessary, staff should inform the relevant DSL who will ensure follow up action is taken which is appropriate to individual cases.

Self-Harm/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, students 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:

- 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 procedures in case of self-harming incidents occurring within the school context are

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
Special Educational Needs

Part 3 – Other safeguarding issues impacting students

Bullying

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.

Prejudice based abuse

This is any form of abuse which is perceived to be motivated by disability, race, religion, gender identity or sexual orientation.

This can be found through name calling incidents, physical assault, cyber bullying, graffiti, prejudiced comments during discussion sessions within school, teasing, expressions of prejudice used to incite a reaction in students or attempts to recruit students to organisations which sanction any of the above.

At Park, staff educate students on aspects of the above through our SMSC curriculum, assemblies, beliefs and culture lessons as well as ensuring that any incident involving any of the above is investigated thoroughly, backed up with written reports and sanctions in line with our behaviour policy. Restorative practice plays a key part in the resolution of incidents and ensuring students are aware of their actions and the consequences.

When incidents occur we, as a school, will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- providing regular reports of these incidents to the Governing Body

- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Faith Abuse

This is rare but can damage a student's mental and physical wellbeing and should be treated as a form of child abuse. This generally occurs when a carer views a child as being 'different' and attributes this difference to the child being 'possessed'.

If staff have any concerns regarding the above they should refer in the usual way and pass onto the relevant DSL.

Gangs and Youth Violence

Gang and youth violence is a concern in schools and can have a significant impact on student education, even at its lowest level. It is therefore important that this is tackled through the curriculum in order for students to be educated in this area.

At Park these issues are tackled through our SMSC curriculum, assemblies and other interventions such as challenge days throughout the year. Any incidents which occur and are of a gang style nature are investigated fully, parents informed and interventions may be put into place, dependant on individual incidents such as meetings with local community police officers, restorative conversations between victim and perpetrators.

As a school we will:
- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- work with local partners to prevent anti-social behaviour or crime.

Parenting

Parents who struggle at times with the behaviour of their children do not necessarily generate safeguarding concern.

Parenting can become a safeguarding concern when there is repeated lack of supervision, basic care needs are not met or children are placed in situations of risk or harm.

When staff are made aware or have any concerns which may suggest a safeguarding concern, they should report it through the referral process to the relevant DSL who will deal with the matter as appropriate. We will endeavour as a school, to support parents and signpost them to agencies who can help to support parenting within the home, e.g. EHH referrals, CAMHS referrals etc.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
- providing details of community based parenting courses http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm
- linking to web based parenting resources (for example http://www.familylives.org.uk/)
- referring to the school parenting worker/home school link worker (where available)

- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm

Part 4 - Safeguarding processes

Safer Recruitment

The school operates a separate safer recruitment process as part of the school's recruitment policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the UK, professional qualifications and seeks confirmation of the applicant's experience and history through references.

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

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

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students.

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.

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

Staff Induction

This is outlined in a separate policy.

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff 'dignity at work' code of conduct, and part one of Keeping Children Safe in Education.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Health and Safety

See separate policy

Site Security

The site is kept as secure as is possible during the school day, however all people using the site need to adhere to the rules within Park Community School.

Main student access gates are locked at the beginning and end of the school day.

Visitors to the school, including volunteers and contractors, must sign in at reception and are issued with an identity card which should be worn at all times and 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.

Visitors and volunteers must sign out and return identity card when leaving the school site.

Students are only allowed home during the school day if parents have been contacted by the relevant staff. Students must then sign out and collect a slip form Student Reception. On return to school they must sign in at student reception.

All windows are fitted with security retaining glass.

Electronic gate and door security system is fitted throughout the school site with CCTV cameras in situ both inside and outside.

Circulation gates are open during the school day and covered by CCTV cameras.

Staff are on duty before and after school and during breaks and lunchtimes.

All site colleagues have undertaken CP training.

Off Site Activities/Trips and Work Placements

- 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 students 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.

Extended school 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.

Professional Safe Working Practice, including use of personal living space, gifts, rewards and favouritism, and infatuations

All adults working with students have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, students 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 students 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 students 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 students 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 students 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/carer so appropriate action can be taken between students 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 students 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.

First Aid and Administration of Medication

Health and safety legislation places duties on all employers to ensure appropriate health and safety polices 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 students 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 students 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 student, this should be discussed with the appropriate senior colleague at the earliest opportunity.

When administering first aid, wherever possible, staff should ensure that another present or aware of the action being taken. Parents should always be informed when first aid has been administered.

Use of Control and Physical Intervention

As a school we have a separate Use of Reasonable Force policy outlining how we will use physical intervention.

Any form of restraint must be logged and reported to the Headteacher and the DSL

Searching a student

See Appendix 2.

Using Images of Children

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 students we will:
* seek their consent for photographs or films to be taken or published (for example, on our website or in newspapers or publications). See Hampshire County Council Consent Form- Appendix 3).
* seek parental consent
* use only the student's first name with an image
* ensure students are appropriately dressed
* encourage students to tell us if they are worried about any photographs or films that are taken of them.

Disqualification under the childcare act

As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the Headteacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

Whistleblowing

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 students 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 students. (See Appendix 4 - Whistleblowing code for issues relating to children and young people).

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 student 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 student'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 student 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 students 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 student's safety

APPENDIX 1 - 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 **Date of birth**		**Legal status 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 ☐ No ☐ If yes when:	**Involvement with the youth justice system?**	Yes ☐ No ☐
Is the child receiving support or services from any other agency?	Yes ☐ No ☐	**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 ☐ No ☐ 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 ☐ No ☐ If yes when:

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

Moderate risk indicators	Please tick if present **on date of referral or during the past 6 months**
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	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	☐	☐
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	☐	☐

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 ?		

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 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 column 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 2 – Searching a student

The school follows government advice published by Department for Education "Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - February 2014" (see below). See also the school's Behaviour Policy – September 2016.

Schools' obligations under the European Convention on Human Rights (ECHR)
- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students 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.

Screening

What the law allows:
- Schools can require students 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 students.
- Schools' statutory power to make rules on student behaviour2 and their duty as an employer to manage the safety of staff, students and visitors3 enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.

Also, note:
- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way, which does not expose students or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student 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.

Searching with consent

Schools' common law powers to search:
- School staff can search students with their consent for any item.

Also, note:
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and students, what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student 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 student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student 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 student 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 student 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 student 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 student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

5. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student 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 students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student 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 student, 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 student 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 student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student 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 student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.

- If a student 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 student'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 student.
- 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 student.
- Fireworks found because of a search may be retained or disposed of but should not be returned to the student.

- 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 student'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 student 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 student without consent?
A: Headteachers and authorised school staff have a specific statutory power to search students 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

APPENDIX 3 - Using Images of Children Consent

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 students 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. Students 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.

	Please circle your answer
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 student in a newsletter to parents if the student has won an award.
4. If we name a student 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 students and teachers that have been drawn by the students.
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 students 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 student 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 student'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 students are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects students, 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 students 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 students 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 - Safeguarding Children Information for Parents

Park Community School recognises our moral and statutory responsibility to safeguard and promote the welfare of students. 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 Leads – Soo Bannard (KS3) and Rachel Dare (KS4)
Telephone   023 92 489800 extension 219
Email   safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

Our Deputy Designated Safeguarding Lead – Laura Hamson
Telephone   023 92 489800
Email   safeguarding@pcs.hants.sch.uk (for Safeguarding issues only)

Our Safeguarding Governor – Barney Barron
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: **Soo Bannard or Rachel Dare**, Designated Safeguarding Leads 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: 0300 555 1384

Out-of-hours duty team
Telephone: 0300 555 1373

Police
Telephone: 101 or, in emergencies, 999

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 students safe by:
- having an up to date child protection policy
- having other safeguarding policies
- checking the suitability of all our staff to work with children
- encouraging students 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.

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 students. They comply with our statutory responsibilities and are designed to support students, 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 students 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 student, it may be dealt with under our Child Protection procedures. In the first instance contact Soo Bannard or Rachel Dare (Designated Safeguarding Leads) or Christopher Anders (Headteacher).

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

APPENDIX 6 - Useful Telephone Numbers

Key Personnel	Name (s)	Telephone No.
DSL (KS3)	Soo Bannard	Ext 251
DSL (KS4)	Rachel Dare	Ext 221
Deputy DSL	Laura Hamson	Ext 218
Safeguarding Governor	Barney Barron	c/o 023 92 489801
School Medical Officer	Alison Newell	Ext 252
Hants Direct Professionals Line (for all referrals into social care)	Children's Referral Team	01329 225379
CAMHS Child and Adolescent Mental Health Services		02392 224560
Out of hours Social Care		0300 555 1373
Safeguarding Advisors / Local Authority Designated Officers LADO	Barbara Piddington (Eastern Area) Eric Skates (Western area) Mark Blackwell	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		101 or, in emergencies, 999