

Safeguarding Child Protection Policy

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Author Initials	AG
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(This policy supersedes all previous Safeguarding and Child Protection Policies)

Amendments

Policy Date	New Version Number	Summary of Change	Comments
September 2019	2.0	Updated in light of Keeping Children Safe in Education 2019	Some minor formatting, referencing, terminology and structural changes. Changes to: <ul style="list-style-type: none"> • Awareness of those at risk of committing/being affected by serious violent crime • Reference to Upskirting as a specific criminal offence

March 2020	2.1	Updated structure so that different types of 'Peer on Peer abuse' are clear.	Re-organisation of subcategories under 'Peer or Peer abuse' rather than Peer on Peer abuse mainly referring to Peer on Peer sexual abuse.
		Updated Appendix 5.	DBS policy updated for terminology issues that reflect Trust management of DBS checks (rather than individual schools).
		Updated Appendix 6	Updated Early Help contact information.
Sept 2020	2.2	Updated in light of Keeping Children Safe in Education, which came into effect in Sept 2020	<p>New information on mental health (paragraphs 4 and 3438)</p> <p>Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's mental and physical health or development"</p> <p>New information on child criminal exploitation (CCE) and child sexual exploitation (CSE) (paragraph 28)</p>
December 2020	2.3	Page 33 -36	Updated safeguarding contact details
January 2021	2.4	Page 33-36	Updated safeguarding contact details
February 2021	2.5	Page 33-36	Updated safeguarding contact details
12 February 2021	2.6	Page 33-36	Updated safeguarding contact details
23 March 2021	2.7	Page 7, page 33-36	Updated safeguarding contact details and removed the hyperlink on page 7.
18 August 2021	2.8		Updated to reflect new KCSIE July 21
2 October 2021	2.9		Suicide Policy added as an appendix
15 August 2022	2.10		Updated to reflect new KCSIE July 22 and contact details
14 September 2023	2.11		Updated to reflect new KCSIE July 23 and contact details

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POLICY STATEMENT AND PRINCIPLES

This policy is one of a series in the ESW's integrated safeguarding portfolio. This includes our policies on child protection, staff behaviour/code of conduct, recruitment, allegations against staff, complaints, pupil behaviour and online safety.

Each Academy's safeguarding arrangements are inspected by Ofsted under the judgement for leadership and management.

This policy is available on each Academy website and is issued to all staff.

Our core safeguarding principles are:

Each Academy's responsibility to safeguard and promote the welfare of children is of paramount importance

- safer children make more successful learners
- representatives of the whole community of pupils, parents, staff and governors will be involved in policy development and review
- policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

CHILD PROTECTION STATEMENT

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expect all staff, governors and volunteers to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Devon Safeguarding Children Board (DSCB).

(a) Policy principles

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

(b) Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate each Academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to each Academy's safeguarding portfolio
- Provide an environment in which children and young people feel safe, secure, valued and respected, and that they will be listened to should they make a disclosure.
- Raise awareness that abuse can be both Familial and/or Contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- To develop and promote effective working relationships with other partnership agencies, particularly Children's Social Care, Police and Health.
- Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)¹, and a single central record is kept for audit.
- Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.

SAFEGUARDING LEGISLATION AND GUIDANCE

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- The **Teacher Standards 2012** state that teachers, including Head Teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The Safeguarding Vulnerable Groups Act 2006.
- What to do if you think a child is being abused 2015.
- The statutory guidance **Working Together to Safeguard Children July 2018** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

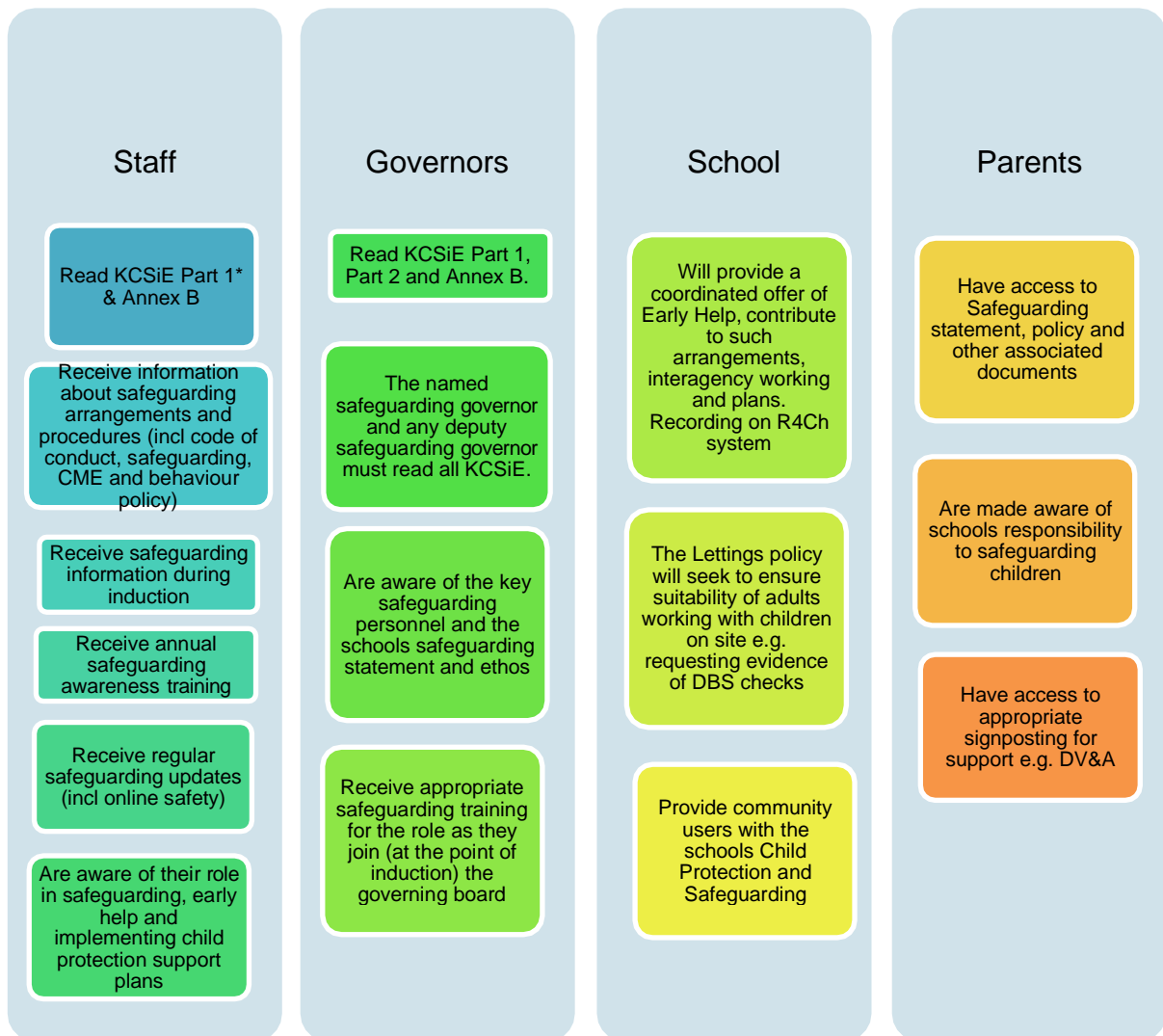
The statutory guidance **Keeping Children Safe in Education September 2023** is issued under Section 175 of the Education Act 2002, the Education

(Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, (including academies and free schools) alternative provision academies, maintained nursery schools) and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector. It relates to their responsibilities to children who are receiving education or training at the College.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and staff can find a copy in school in the office and in the staff handbook.

SAFE SCHOOL, SAFE STAFF

We will ensure that staff, Governors, School and Parents:



The Board of Education South West:

- are responsible for ensuring that all Academies in its Trust meet their duties with regard to safeguarding and child protection and have appropriate procedures in place for appropriate action to be taken to promote children's welfare.
- support the individual Academy's designated safeguarding leads in fulfilling their responsibilities SEE APPENDIX B
- have the status and authority to fulfil all the roles of the individual Academy designated safeguarding leads if required
- have a lead to take on responsibility for safeguarding arrangements

The Trust Board and Local Governing Body (LGB):

All members of The Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct).

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Within Education South West this means that new governors undertake Haye training as part of induction and that all governors attend annual training on KCSI as well as at least one additional governor training session during the academic year. Safeguarding governors also have additional training and support through an ESW network.

All members of the Board and governors in Academy LGB's understand and fulfil their responsibilities. Each LGB ensures that their Academy:

- has a lead to take responsibility for safeguarding arrangements
- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a safeguarding/child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with DSCB and statutory requirements, reviewed annually and made available publicly on the Academy website or by other means
- has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher/Principal and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the Head

Teacher/Principal, receive information about the Academy's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the DSCB. The DSL receives refresher training at two-yearly intervals.

- ensures that all staff, including temporary staff and volunteers are provided with the Academy's child protection policy, behaviour policy and parts one and five of Keeping Children Safe in Education (September 2023)
- ensures that the Academy contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online safety and peer on peer abuse as part of a broad and balanced curriculum.
- makes sure a school's allegations against staff procedure can be used:
- Where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence)
- For supply staff, even if they're employed by an agency
- makes sure allegations concerning someone not directly employed by the school are dealt with properly.

The governing body nominates a member (normally the chair) to be responsible for liaising with the Trust Board, local authority and other agencies in the event of an allegation being made against the Head Teacher/Principal.

It is the responsibility of each local governing body to ensure that the Academy's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the DSCB and national guidance.

An annual report will be submitted, as required, to the Trust Board about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Head Teacher/Principal in each Academy:

- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Academy leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- Follows the whistleblowing policy and procedures if an allegation is made against a member of staff supply staff or volunteer all staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.

ALL SCHOOL STAFF

Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt actions. Concerns about a child/welfare should be acted on immediately.

- Maintain an attitude of 'it could happen here' where safeguarding is concerned:
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- Are aware of the Local Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and weekly staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)
- All staff should refer concerns or allegations about supply staff to the Head Teacher
- All school and college staff should be particularly alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home; ois misusing drugs or alcoholthemselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care; ois showing early signs of abuse and/or neglect ois at risk of being radicalised or exploited;
 - is at risk from or is involved with violent crime;
 - is a privately fostered child.
- All staff but especially the DSL and Deputies should be considering the context within which safeguarding incidents/behaviours have occurred. Contextual safeguarding means assessment of children should consider whether wider environmental factors in a child’s life are a threat to their safety and/or welfare.
 - All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
 - Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
 - Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
 - Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the designated safeguarding lead (DSL) or deputy
 - There is government guidance available on [preventing and tackling bullying and mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#).

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils

- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the Academy's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH
- following the Academy's rules with regard to relationships with pupils and communication with pupils, including on social media.

ABUSE OF POSITION OF TRUST

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

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- In Local Authority Care
- Care leavers
- young carers
- privately fostered
- affected by parental substance misuse, domestic violence or parental mental health needs
- at risk from honour-based violence
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- at risk of criminal exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- family members in prison
- At risk of modern slavery or trafficking
- Is persistently absent from education

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

CHILDREN MISSING FROM EDUCATION

- All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.
- Schools have a safeguarding duty to notify their local authority when they are about to remove a pupil's name from the school admission register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points, e.g. when the pupil has completed the final year of education normally provided by that school. All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a nonstandard transition point. Schools must enter pupils on the admission register at

the beginning of the that day on which the school has agreed or been notified, that the pupil will attend the school. If a pupil fails to attend on that date the school should undertake reasonable enquiries and record them to establish the child's whereabouts and notify the local authority at the earliest opportunity.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day including referrals to and attendance at **The Missing and Child Exploitation forum** (MACE) when appropriate.

VALUES SUPPORTING CHILDREN

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, with a particular focus on relationships and health education and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

SAFE SCHOOL – SAFE STAFF

Education South West will ensure that:

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it annually;
- All staff receive safeguarding and child protection training at induction in line with advice from Devon Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, ebulletins and staff meetings), as required, but at least annually;
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection policy is made available via each Academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All

parents/carers have made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook;

- Each Academy provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and interagency working and plans;
- The lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- Community users organising activities for children are aware of the Academies Child Protection Policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in each school with a statement explaining the Academies role in referring and monitoring cases of suspected abuse;
- All Governors will be given a copy of Keeping Children Safe in Education 2023 Parts 1 and 2 and will sign to say they have read and understood it;

SUPPORT FOR THOSE INVOLVED IN A SAFEGUARDING/ CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head Teacher/Principal and governors.

Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the Academy's child protection procedures

WHISTLE BLOWING IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher/Principal. Complaints about the Head Teacher/Principal should be reported to the chair of the LGB or Chair of the Trust Board.

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

ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff or volunteer set procedures must be followed. Please refer to the Managing Allegations Against Staff Policy. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (2023)* and in the Academy's Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by

law. Publication includes verbal conversations or writing, including content placed on social media sites.

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

STAFF TRAINING

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

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding/child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the Head Teacher/Principal (unless the Head Teacher/Principal is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least annually, including training in inter-agency procedures.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers.

SAFER RECRUITMENT

Each Academy endeavours to ensure that it does its utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2023) together with the ESW Staff Recruitment policy and procedures.

Safer recruitment means that applicants:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, is checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check criminal record checks, prohibition checks, references and interview information for those engaged in Regulated Activity (following the guidance in Part 4 of Keeping Children Safe in Education September 2023)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

Each Academy follows the procedures for the safe recruitment of staff as outlined in the ESW Recruitment Policy.

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

All new members of staff undergo an induction that includes familiarisation with the Academy's safeguarding/child protection policy and staff behaviour policy alongside identification of their child protection training needs.

All staff sign to confirm they have received a copy of the relevant safeguarding policies and procedures.

All relevant staff (involved in early years' settings and/or before or after school care for children under eight) are made aware of the disqualification legislation.

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

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

Governors are checked via the Teaching Regulation Agency to ensure they are not banned as a result of being subject to a Section 128 Direction (banned from taking part in the management of a school as a result of sanctions).

Each Academy maintains a single central record of recruitment checks undertaken.

REGULATED ACTIVITY

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education September 2023 Annex E.

VOLUNTEERS

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

SUPERVISED VOLUNTEERS

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

CONTRACTORS

Each Academy checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

SITE SECURITY

Visitors to the Academy, including contractors, are asked to sign in and are given a lanyard/ badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe each Academy's safeguarding and health and safety regulations to ensure children are kept safe. The Head Teacher/Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while onsite.

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

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

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

Alternative education providers must provide written confirmation that appropriate safeguarding checks have been carried out. Each Academy continues to be responsible for the safeguarding of a pupil in off-site provision.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so it is essential to have some safeguards in place.

To protect pupils, we:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- only take photographs/images of children on Academy devices
- have clear guidance for staff and visitors about use of personal devices on the Academy site.

ONLINE SAFETY

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, Snapchat and Instagram. Unfortunately, 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 grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Each Academy's **online safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology through PSHE education and other areas of the curriculum. This includes taking regard of the DfE's non-statutory Teaching Online Safety in School (2019). Each Academy's online safety policy covers three areas of use:

- Content: being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news
- Contact: being subjected to harmful online interaction with other users

- Conduct: personal online behaviour that increases the likelihood of or cause of harm e.g. making, sending or receiving explicit images or online bullying.

Each Academy must ensure they have appropriate filters and monitoring systems in place to safeguard and promote the welfare of children and provide them a safe environment in which to learn.

Each Academy will do all they reasonably can to limit children's exposure to risks from the school or college's I.T. system.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Rules relating to pupils use of hand-held devices are contained within each Academy's Behaviour Management policy.

All staff receive regular online safety training. Please see online safety policy and Appendix relating to online safety and the appendix to include remote learning.

STAFF / PUPIL RELATIONSHIPS ONLINE

Each school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Expectations for staff can be found in the online safety policy of each Academy.

RECOGNISING AND RESPONDING TO SAFEGUARDING CONCERNS

Recognising:

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of "**It could happen here**". We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

Further information about the four categories of abuse; physical, emotional, sexual

and neglect, (familial and contextual) and indicators that a child may be being abused can be found in Keeping Children Safe in Education Part 1/Annex A/Annex B. There are also a number of specific safeguarding concerns that we recognise our pupils may experience.

<ul style="list-style-type: none"> • child missing from education • child missing from home or care • child sexual exploitation (CSE), child criminal exploitation (CCE) • bullying including cyberbullying • domestic abuse • drugs • fabricated or induced illness • faith abuse • female genital mutilation (FGM) • forced marriage • gangs and youth violence 	<ul style="list-style-type: none"> • gender-based violence/violence against women and girls (VAWG) • mental health difficulties • private fostering • radicalisation • youth produced sexual imagery (sexting) • teenage relationship abuse • trafficking • child on child abuse • upskirting • serious violence • sexual harassment
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- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- We recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Responding:

- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, using the online safeguarding reporting system. Records should include:
 - a clear and comprehensive summary of the concern.
 - details of how the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below.

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- take what the child is disclosing seriously.
- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure of abuse of that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s Local Authority Safeguarding Hub e.g. familial sexual abuse.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support is appropriate in accordance with The Local Authority Threshold Tool².
- If school are uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- We also provide with free and confidential access to support for staff through Health Assure. Further information regarding this support can be accessed through the Headteacher in each school

CHILD ON CHILD ABUSE

All staff should be aware that children can abuse children (sometimes called peer on peer abuse), Children can abuse other children in a variety of ways, bullying including cyberbullying, sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling.

BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, gender-based violence / sexual assaults and sexting should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head Teacher/Principal and the DSL will consider implementing child protection procedures.

Racist Incidents – repeated racist incidents or a single serious incident may lead to consideration under child protection policies. We keep a record of racist incidents and report them to the Local Authority.

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but do not investigate the allegation
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Each school across the Trust will follow its own procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other children affected.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using each school's reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from

- it
- That they should speak to the DSL if they have any concerns.

YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 19 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

Staff responsibilities when responding to an incident

If a member of staff is made aware of an incident involving youth produced sexual imagery, it must be reported to the DSL immediately. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off.

Staff must **not**:

- View, copy, print, share, store or save the imagery themselves, or ask a pupil to share or download it (if the image has already been viewed by accident, it must be reported to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved.

It should be explained whether an incident needs to be reported, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the Local Authority Safeguarding Hub and/or the Police as appropriate.

Immediate referral at the initial review stage should be made to the Local Authority Safeguarding Hub/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head Teacher, to respond to the incident without escalation to the Local Authority Safeguarding Hub or the police. Such decisions will be recorded.

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is more vulnerable than usual i.e. at risk.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the child involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or the Local Authority Safeguarding Hub. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedure.

EXPLOITATION OF CHILDREN (including CSE, CCE and County Lines)

Exploitation is defined as the imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and/or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse

can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. We aware there is a clear link between regular school absence/truancing, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truancing and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the appropriate Local Authority Assessment tool e.g. the Exploitation Toolkit, the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment³ on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. These assessments will indicate to the DSL whether e.g. a Safer Me Early Help approach or referral to the Exploitation Hub/Local Authority Safeguarding Hub is required. If the DSL is in any doubt, they will contact the Safeguarding Hub consultation.

In all cases if the assessment identified any level of concern the DSL should contact their local MACE⁴ (Missing and Child Exploitation) and email the completed (e.g. Safer Me) assessment along with a Safeguarding Hub enquiry form. If a child is in immediate danger the police should be called on 999.

School staff are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

School includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancing
- underage sexual activity
- inappropriate sexual or sexualised behaviour

- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

For further information on signs of a child's involvement in sexual exploitation: [Child sexual exploitation: guide for practitioners](#)

For further information on County Lines: [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

SERIOUS VIOLENCE

All staff should be aware of indicators which may signal children are at risk from, or involved with, violent crime. Possible indicators include:

- increased absence;
- change in friendship groups / relationships with older individuals;
- decline in academic performance;
- self harm;
- significant change in wellbeing; • signs of assault / unexplained injuries;
- unexplained gifts.

Any such concerns should be reported to the DSL who will decide upon the appropriate route forwards. This may include making an Early Help referral in order to access support from the Youth Intervention Team. Concerns may also be shared with partner agencies at multi-agency meetings or at the MACE.

Domestic Abuse (including Operation Encompass)

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

How does it affect children?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases children may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

If you are concerned about a child or young person in Devon please contact the [Multi-Agency Safeguarding Hub \(LOCAL AUTHORITY SAFEGUARDING HUB\)](#) on 0345 155 1071 or email LocalAuthoritySafeguardingHubsecure@devon.gov.uk.

If you are concerned about an adult (aged 16+) in Devon please complete the [Risk Identification Checklist](#) (Safelives DASH RIC) to identify the level of risk which support service to refer them too, and follow the advice on the [MARAC page](#) for all levels of risk.

If you are concerned about a vulnerable adult please contact [Care Direct](#) on 0845 155 1007 (8am – 8pm Monday to Friday and 9am – 1pm on Saturdays) In an emergency, please contact the Emergency Duty Service 0845 6000 388 or email csc.caredirect@devon.gov.uk.

FearLess Support Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email admin.devon@fear-less.org.uk

SAFE (Stop Abuse For Everyone) is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email nfo@safe-services.org.uk (Monday to Friday, 9am – 5pm)

National Domestic Abuse Helpline Refuge runs the National Domestic

Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: <https://www.refuge.org.uk/>

Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

RADICALISATION AND EXTREMISM

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. Pupils must be made aware of the dangers of radicalisation and extremism and how to report concerns. In addition, the recent emergence of anti-vax groups seek to recruit young people into radicalised and extreme activities.

All Academy staff receive training to help to identify signs of extremism using the Prevent strategy 'workshop to raise awareness of Prevent' training materials in accordance with the Counter Terrorism and Security Act 2015. Concerns about a young person should be reported using the agreed safeguarding procedures. The designated safeguarding lead should report these concerns to Channel.

When any member of staff has concerns that a pupil may be at risk or radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools(2014)

Radicalisation

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education* in line with:

Prevent Duty Guidance: for England and Wales, published in March 2015 as part of the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Head Teachers / Head Teacher/Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris

- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. **A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. The duty applies to all persons in our School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.**

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM identified in this section of the Appendix. Concerns about FGM outside of the mandatory reporting duty should be reported as per our school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, **including dialling 999** if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

FORCED MARRIAGE

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the Local Authority Safeguarding Hub.

Honour-based Abuse

Honour based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

ONE CHANCE RULE

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

Staff are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

A reminder that **a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.**

The duty applies to all persons in our School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed. The teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

MENTAL HEALTH

Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst school recognise that only appropriately trained professionals

can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic Adverse Childhood Experiences and experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a concern about a child's mental health that is also a safeguarding concern, they will share this with the DSL or deputy. School will also refer to the mental health and behaviour in schools' guidance⁵.

When supporting children experiencing mental health difficulties school will explore resources such as:-

- [Senior Mental Health Lead Training](#)
- [Promoting children and young people's mental health and wellbeing](#)
- [Rise Above: Resources for School from Public Health England #esafety](#)
- [Every Interaction Matters Webinar](#)
- [Wellbeing for Education Recovery](#)
- [Preventing and Tackling Bullying](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)

PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognised that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

CONFIDENTIALITY AND SHARING INFORMATION

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

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

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

Child protection information will be stored and handled in line with the Data Protection Act 2018 and the General Data Protection Regulation (2018).

Information sharing is guided by the following principles. The information is:

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

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

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. ESW schools use CPOMS as a means of recording and sharing information safely.

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

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

Safeguarding / child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher/Principal.

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

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

REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

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

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Head Teacher/Principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

SPECIAL CIRCUMSTANCES

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

The designated teacher for looked after children works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them

vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

WORK EXPERIENCE

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (September 2023) part three* available from the DSL.

CHILDREN STAYING WITH HOST FAMILIES/HOME STAY DURING EXCHANGE VISITS

The school may make arrangements for pupils to stay with a host family during a UK or foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (September 2023)*, Annex D to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering

arrangement, they will raise this with the DSL and the DSL will notify MASH of the circumstances.

HANDLING ALLEGATIONS AGAINST SUPPLY STAFF

Paragraphs 373-376 of KCSIE Sept 2023 outline procedures for this. In summary:

Supply teachers and all contracted staff

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

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

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

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



MASH

For Early Help, Consultation and Enquiries please contact:

Telephone:

0345 155 1071

Emergency Duty Team out of hours **0345 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392)384964

Email: Local Authority Safeguarding Hubsecure@devon.gov.uk Fax:
01392 448951

Enquiry Form available at:

<https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage>

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

<https://new.devon.gov.uk>

EARLY HELP TEAM

Contact information for Early Help in Devon can be found here:

<https://www.devonscp.org.uk/document/early-help-locality-contact-information/>
Locality Early Help Mailbox

North: earlyhelpnorthsecuremailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecuremailbox@devon.gov.uk South

& West: earlyhelpsouthsecuremailbox@devon.gov.uk Exeter:
earlyhelpexetersecuremailbox@devon.gov.uk

For emergencies outside of office hours please call:

0345 600 0388 or **0345 600 0388**

APPENDIX I. CATEGORIES OF ABUSE

Categories of Abuse:

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Sexual Abuse (including child sexual exploitation)
4. Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

5. Significant change in behaviour
6. Extreme anger or sadness
7. Aggressive and attention-needing behaviour
8. Suspicious bruises with unsatisfactory explanations
9. Lack of self-esteem
10. Self-injury
11. Depression and/or anxiousness
12. Age-inappropriate sexual behaviour
13. Child Sexual Exploitation
14. Criminality
15. Substance abuse
16. Mental health problems
17. Poor attendance

Risk Indicators

The factors described in this section are frequently found in cases of child abuse.

Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

- In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Mongolian Blue Spot: Bruising in non-mobile children is rare and may indicate abuse or neglect. Birth marks, especially Mongolian Blue Spots, can mimic bruising. Mongolian Blue Spot can be identified (see below), however if in any doubt as to the cause of the bruise refer to [Southwest Child Protection Procedures \(proceduresonline.com\)](http://proceduresonline.com) local authority guidance and consultation.

- Areas of skin hyperpigmentation – flat, not raised, swollen or inflamed
- Not painful to touch
- Usually present at birth/ develop soon afterwards
- Will not change in shape or colour within a few days
- Normally uniform blue/ grey in colour across the mark
- Common in African, Middle Eastern, Mediterranean and Asian children
- While most occur at the lower back and buttocks, they can appear anywhere (e.g. back of shoulder or limb). Scalp/ face rarely affected
- Can be single/ multiple, vary in size, but mostly few centimetres diameter
- Gradually fade over many year

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others

- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

APPENDIX II. SUICIDE SAFETY POLICY

1. Statement of purpose

- Education South West is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.
- We want to make sure that students at our school are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, and other key stakeholders are aware of our commitment to be a Suicide-safer trust.

2. Our beliefs about suicide and contributory factors

Education South West acknowledges that:

Suicidal thoughts are common

We acknowledge that thoughts of suicide are common among young people.

Suicide is complex

We believe that every suicide is tragic. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.

Stigma inhibits learning – stigma can kill

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. Education South West is dedicated to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos.

Suicide is everyone's business

As a trust, we recognise that students may seek out someone who they trust with their concerns and worries. We want to facilitate the reporting of any risks or concerns.

Safety is important

We want to support our students, sometimes working in partnership with family, caregivers, external agencies and other professionals where this may enhance suicide-safety.

Suicide is a difficult thing to talk about

We know that a student who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will provide trained adults who are able to identify when a pupil may be struggling with thoughts of suicide.

Talking about suicide does not create or increase risk

We will provide our students with opportunities to speak openly about their worries with people who are ready, willing and able to support them.

Those with personal experience have a unique role to play in the development and refinement of this Suicide-Safety policy. We will endeavour to involve anyone from our community who has personal experience of suicide in delivering information to students and, if appropriate, their parents.

3. Roles and responsibilities

Our governors and Senior Leadership Teams are clear about how we will respond in the event of a suicide.

The Head Teachers and Designated Safeguarding Leads (DSLs) have a clear picture of who has received general suicide awareness education and those who have received Mental Health First Aid training. The Senior Leadership teams, and safeguarding teams will follow clear procedures about how staff will work together where thoughts of suicide or suicidal behaviours are known among our students. We will manage the sharing of information in a way that enhances safety.

4. How we can help ensure an active person-centred suicide prevention and intervention policy.

Each ESW school has a Designated Safeguarding Lead (DSL) who is supported by a team of other Level 3 trained staff. The safeguarding team will be the point of escalation for any concerns about a student or young person. The safeguarding team will keep confidential records on CPOMS of students at risk of suicide to provide some continuity of care.

We will endeavour to ensure that all staff are suicide aware. This means that all staff inductions will include suicide awareness, i.e. how to spot signs, what to do and how to escalate any concerns to the safeguarding team.

We will endeavour to ensure all students are suicide aware. This means there is an annual programme of events and campaigns that equip our students to know how to spot signs, what to do and how to escalate any concerns to the safeguarding team. This will include assemblies and PSHE lessons. We want to create a community where suicide is no longer taboo and young people feel able to tell someone if they feel suicidal and ask for help.

In conjunction with Zoe Williamson, (Facilities and Compliance team), the yearly risk assessment considers the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.

We recognise that students may experience periods of poor mental health while attending our schools. We will endeavour to put in place mechanisms which allow staff (that have regular interaction with the student) to be able to flag or review any concerns about individual students including suicidal thoughts. Ideally this will be flagged immediately using CPOMS. Students that are flagged on CPOMS will be reviewed regularly and routinely by Pastoral teams, so that patterns of concerning behaviour can be spotted and the necessary steps put in place to keep them safe, including meeting them face to face.

When we identify a student at risk of suicide and decide to engage external services, such as hospital A&E departments or crisis centres, we will create explicit guidelines on the pathways that apply (Appendix A). Any guidelines will be developed in co-operation with the external services, and will be reviewed regularly as the provision of such services change over time.

5. How we help ensure a sensitive and safe suicide postvention provision.

In the event of a suicide, the respective ESW safeguarding Team will respond. Members of the team will have a defined responsibility which will include leadership, family liaison, support for other students and any communications with external agencies, including the media.

The Head Teacher will oversee communication with the media if appropriate.

If a student is bereaved by suicide we will endeavour to support them in school and use external agencies.

We will support authorities if there is an inquest after someone has died by suicide in our schools but will be mindful of the distress an inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff. Further details are available:

<https://www.gov.uk/government/publications/child-death-review-statutory-and-operational-guidance-england>

We will record and monitor deaths by suicide and the impact on the community and share anonymised information at the Trust level. This will include on-going monitoring of student deaths including suicides, suspected suicides and self-harm. Monitoring of self-harm is done through a collection of information from CPOMS, external services and information disclosed by students.

We will also:

- Provide information about services/sources of bereavement support to students after a suicide.
- Surveying students regarding how supported they feel.
- Assessing the impact of interventions on staff.

- Reviewing lessons learned and any suggested changes to procedures and provisions of well-being services.
- Identification of multiple events, such as two suicides in a relatively short period of term (e.g. one term) which may indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour. Multiple suspected suicides may not be connected, but may contribute, in some vulnerable individuals, to thoughts of suicide as a way of dealing with problems. Where concerns arise regarding a possible suicide cluster we will immediately communicate with the local authority Public Health Suicide Prevention Lead and collaborate closely with them to develop a response plan.

6. Ongoing support and development of our policy and practice.

The DSLs will ensure that ongoing reviews take place and that processes are updated in line with best practice and that on-going training is undertaken when necessary.

Where possible we will include or consult with members of our community who have personal experience of suicidal ideation, either their own or as a concerned other, in the design, development and continuous refinement of this policy.

Appendix A – Papyrus advice for staff

As staff we will do our best to support students but we are not experts. Our aim as a school is to keep students “safe for now” while that young person, their parents/carers and school work to secure specialist help for them.

Q: What do I do when I have a concern about a young person?

A: A concern is just that. It is not a judgement or an outcome; it’s a concern. Whatever it is that makes you worried or questioning about the young person, may well be worth exploring. This may include a conversation with other adults (staff/parents/carers) but it is very important that the young person is your central focus. Check out how the young person is by communicating directly with them. Let the young person know what you are concerned about. What have you seen (do they seem sad or not their usual self?) What have you heard them say that makes you concerned? Is your instinct telling you that something is concerning?

Q: How will I know if a young person is suicidal?

A: If young people are having thoughts of suicide, they will usually find a way to communicate this. This is unlikely to be an explicit verbal communication about suicide. Few young people feel that they can be open about suicidal thinking or tell someone when they are struggling with their emotional health and wellbeing. When suicide is part of a young person’s thinking, they usually show this in their behaviour, in how they interact and in how they communicate. It is not possible to provide a definitive checklist of things to look out for to help to identify a young person who is thinking about suicide. Every young person is different. However, when you notice changes in the way a young person is behaving or communicating, and it is causing you concern, you must explore your concern with them.

In order to find out if a young person is suicidal the most effective way is to ask them student directly if they have thoughts of suicide and if they do, you should ask if they have any specific or firm plans to take their own life. If you do not feel able to ask this question, or you know that there is already concern/knowledge about the student, then please liaise with/seek assistance from the Suicide Intervention Team.

What things can I look out for?

The first step in talking about suicide is recognising that a young person may be at risk. There is no definitive guide on how to know if somebody is thinking about suicide because anybody can be at risk – however there are some things you can look out for.

Often young people thinking about suicide will have experienced a stressful event associated with a feeling of loss. This might be something others might consider to be small but hold great meaning for them, for example the loss of a family pet, or they might have experienced a life event such as parent separation, bullying or domestic abuse.

People who are experiencing thoughts of suicide give out 'invitations' to ask for help. Invitations are signs of distress that invite help. Anything the person at risk says, does or makes you feel might be an invitation. Accept invitations: follow your intuition; explore the meaning of things you seen and hear. Invitations could be:

Actions:

- Giving away possessions;
- Withdrawal (family, friends, school);
- Loss of interest in sports and leisure;
- Misuse of alcohol, drugs;
- Impulsive/reckless behaviour;
- Self-harm;
- Extreme behaviour changes.

Physical:

- Lack of interest in appearance;
- Disturbed sleep;
- Change/loss of appetite, weight
- Physical health complaints

Words:

- "All of my problems will end soon."
- "No one can do anything to help me now."
- "Now I know what they were going through."
- "I just can't take it anymore."
- "I am a burden to everyone."
- "I can't do anything right."
- "I just can't think straight anymore."

Feelings:

- Desperate;
- Angry;
- Guilty;
- Worthless;
- Lonely;
- Sad;
- Hopeless;
- Helpless.

Almost anything could be an indicator and often the key is that if something feels not quite right it is worth trusting your intuition and exploring what might be happening for the young person.

How do I ask about suicide?

- Ask them directly, "Are you thinking about suicide?" By using the word suicide, you are telling them that it's OK to talk openly about their thoughts of suicide with you. You could also say:
- "Are you telling me you want to kill yourself/end your life/die/die by suicide?"
- "It sounds like you're thinking about suicide is that right?"
- "Sometimes, when people are feeling the way you are they think about suicide. Is that what you're thinking about?"
- "It sounds like life feels too hard for you right now and you want to kill yourself, is that right?"

If they are not having thoughts of suicide, that's OK. They will tell you so. If you are still concerned, then keep exploring why your concerns remain until you are clear that suicide is not part of their thinking. If they are not having thoughts of suicide, nothing is lost by having the conversation; you will have developed suicide-safety for and with that student now and for the future. You may have other actions to follow up on which help them with other issues arising from the conversation.

If a young person indicates that they have been thinking about suicide, listen and allow them to express their feelings. They will likely feel a huge sense of relief that someone is willing to hear their darkest thoughts without judgement. Reassure them that they are not alone and you can look for support together. Let the young person know that there is help and hope. NOTE not everyone is ready to open up straightaway.

Don't ask about a suicide plan until you have explored their thinking. Be patient. Don't suggest "what about..." Be persistent but wait for their turning point. You will feel it.

How do I talk about suicide safely?

Here are some ways you can continue a conversation about suicide in a reassuring, safe way:

- "It's not uncommon to have thoughts of suicide. With help and support many people can work through these thoughts and stay safe."

- “There are organisations that offer support like PAPYRUS HOPELineUK. I can give you their contact details.”
- “You’ve shown a lot of strength in telling me this. I want to help you find support.”
- “There is hope. There is help available and we can find it together.”
- “It sounds as though things are really hard at the moment... Can you tell me a bit more?”
- “Things must be so painful for you to feel like there is no way out. I want to listen and help.”
- “Take your time and tell me what’s happening for you at the moment.”
- “It’s hard and scary to talk about suicide but take your time and I will listen.”
- “Can you tell me more about why you want to die?”
- “I am so sorry you’re feeling this way. Can you tell me more about how you are feeling?”
- Think about the tone of voice you use and allow plenty of time for the young person to answer and also for there to be periods of silence.
- Be led by the young person and the pace that they want to have the conversation.
- Ask if they have any active plans to take their own life.
- Ask if they want to die or whether they just want whatever is happening in their life to stop/feel better. A positive answer to the latter can be very reassuring for staff and parents alike.

How are self-harm and suicide related?

Q: “I know that a young person has self-harmed but how do I know whether it is suicide-related?”

A: Self-harm is often a precursor to suicide but usually isn’t. Those who engage in self-harm do not all go on to take their own life. Those who die by suicide do not always have a history of self-harm. If you have a concern about a young person because of self-harm, you should treat it like any other concern. You may need to explore with the student what is happening for them and if you think that suicide may be part of their thinking, ask them directly about suicide.

Q: “I know that a young person is having thoughts of suicide – what do I do?”

A: So, the person has told you they are thinking about suicide. You may have asked them or they may have told you. This can be a challenging space for you and you may feel ill-equipped here. Be assured that you cannot make things worse by asking the suicide question.

Sometimes students will tell you or others that they are thinking about suicide during a class. If this happens you should respond in a calm and sensitive way. Don’t dismiss what they are saying. The student is asking for help, and you need to respond. You might be feeling unprepared for the disclosure, but your calm and sensitive response will let the young person and others in the class know that they can talk about suicide openly and non-judgementally with you. As soon as possible encourage the student to move to a more private place, where you can have an open conversation about their disclosure. You should also check in with the class

and let them know where they can find sources of support. Once you have had a conversation with a student who has said they are having thoughts of suicide, you will need to accompany them to a member of the safeguarding team. However, don't underestimate the importance of what has been established by your asking the question or receiving the information that a young person has been thinking about suicide. That they have shared this with you means there is an increased level of trust. You need to tell the student that you must share information with others in order to help keep them safe. You have to share with others that a young person is at risk of suicide and why they are having suicidal thoughts.

What do I do if there is imminent risk of death or harm?

Q: "I know that a young person has engaged in suicide behaviour – what do I do?" A: If you determine that a young person has acted in a way that puts their life in danger, act quickly to keep them safe and ensure that there is no imminent risk. If they have taken an overdose you need to contact one of the school First Aiders immediately, providing him/her with as much information as possible. They will decide whether to contact the emergency services. They will then inform the DSL and Head Teacher/Deputy Heads and the student's parents/carers. If the parent/carer is unable to attend school immediately, an appropriate member of staff will accompany the child to A&E and wait there with them until their parent/carer arrives.

If the young person has taken steps to end their life it is important that the young person does not feel judged or shamed for their suicide behaviour. Try to remain calm, even though you might be feeling scared, confused, upset or frustrated. It is helpful to ask the young person whether they are having thoughts of suicide. It may seem obvious in light of their behaviour, but asking clearly about suicide allows you to have an open and non-judgemental conversation about suicide. Ensure that you are able to have a conversation confidentially and that other students are not around. You may have called for help, but in the meantime, you might be best placed to stay with the young person and to talk about how they are feeling. Once you have determined that suicide is their focus – just listen. Ask them to tell you about how they are feeling. They might not want to talk, but you can let them know that you will remain with them in supportive silence, and if they do want to talk you are there to listen. Your reassurance will help the young person to feel understood and supported.

If you determine that the young person's behaviour has not put their life in danger, but there has been an injury, you must seek support from a trained first aider (either by taking the student immediately, or asking her to meet you where you are with the student). You must also log on CPOMS as 'self-harm' 'suicide ideation' and 'safeguarding', alerting the DSLs and relevant student support officer in school. If the behaviour in question is historical behaviour, then the focus will be on what the young person has learned from this behaviour and using that learning to keep them safe. All information and conversation logs need to be put onto CPOMS immediately.

Q: “How do I support a student back to school after they have engaged in suicidal behaviour?”

A: Before the young person who attempted to take their own life returns to school, the student support officer and DSL will meet with them and their parents/carers. When they meet they will explore what support is in place, and also what further support the school can provide including what the young person thinks they need. The young person who attempted to take their life may not currently be suicidal, however suicide may still be an option for them, or become an option again in the future. It is important that the young person has a Suicide-Safety Plan (Link at the end of this policy): a plan that they have created with support that details how they want to stay safe from suicide. The plan will be created immediately on the return to school with the young person – with them at its centre. The student support officer will create the plan with them, not for them, but it must be created before the student returns to lessons to safeguard staff and students. The plan must be something that the student feels they are able to agree to.

The Suicide-Safety Plan will include the following:

- Helpline numbers that are available and appropriate - including 24-hour helplines.
- Safety Contacts: people and organisations that the student can contact when they feel they can't keep themselves safe, including a safety contact for when they are at school.

The student support officer will arrange for regular 'check-ins' with the young person once they have returned to school to see how they are doing and to check the plan is ok for them. The student support officer will be prepared to amend the Suicide-Safety Plan based on the student's needs. It is a live document and may change over time. The Suicide-Safety Plan might also include professional support from a counsellor or therapist during school time, which will be agreed in liaison with the DSL.

Can I share information with others?

Q: “What should I do next to keep me and the young person suicide safe?”

A: The focus here is on hearing the student and ensuring that you do what you can to reassure and support them. If you can, give the student space to tell their own story. Avoid questioning them or interrupting their story. They will feel a sense of relief having been able to say that suicide is part of their thinking. They may still need some further reassurance throughout. Be supportive as they share their story. Part of them will be uncertain about suicide. Some of that uncertainty will be clear to you; some of it will be less clear. Be patient in hearing them and when they are ready to receive your support to keep them safe, work with them to work on a plan to keep them safe. This may include slowly building up their ability to see who else they can have in their support network and what else they can do or not do to keep suicide-safe. A good Suicide-Safety Plan (Link at the end of this policy) will always include a medical practitioner and another resource such as a helpline (Appendix B).

Q: "Do I have to share everything the young person told me? Do I need to share the reasons why they are thinking about suicide?"

A: Confidentiality is not boundless. Make no promises to keep what they say a secret or 'just between us'. Be clear from the outset that you may need to get some help in keeping them suicide-safe. Make sure you keep informing the young person you are supporting that you may need to share some information with other people in order to keep them suicide-safe. The young person's parents/carers need to be informed of any concerns relating to the young person's thoughts of suicide or suicidal behaviour; the reason for suicidal thoughts (if known by the student) does not, however, need to be explicitly shared with an adult at this point. We will also keep them informed of what happens after a disclosure has been made to us, e.g. we will tell the students when we will be telling parents/carers and talk them through what will happen next.

Helpful and unhelpful language when talking about suicide with young people Be kind and supportive but also be direct. Do not leave room for misunderstanding. PAPHYRUS recognises that language helps as well as harms. Using sensitive and appropriate language can help build awareness and understanding to increase empathy and support. You could say:

- "Ended their life."
- "Took their own life."
- "Died by suicide."
- "Killed themselves."

Unhelpful Language when talking about suicide:

- **"Successful suicide."** Talking about suicide in terms of success is not helpful. If a student dies by suicide it cannot ever be a success. We don't talk about any other death in terms of success: we would never talk about a 'successful heart attack'.
- **"Commit suicide."** Suicide hasn't been a crime since 1961. Using the word 'commit' suggests that it is still a crime (we 'commit' crimes), which perpetuates stigma or the sense that it is a 'sin'. Stigma shuts people up – students will be less likely to talk about their suicidal feelings if they feel judged.

Unhelpful language when asking about suicide:

- **"You're not thinking of doing anything stupid/silly are you?"** This judgemental language suggests that the person's thoughts of suicide are stupid or silly, and furthermore, that the young person is stupid or silly. When faced with this question, most students will deny their thoughts of suicide, for fear of being viewed negatively. This is dangerous. You become someone it is not safe to talk to about suicide.
- **"Unsuccessful or failed suicide"** Students who have attempted suicide often tell us, "I couldn't even do that right... I was unsuccessful, I failed". In part this comes from unhelpful language around their suicide behaviour. Any attempt at suicide is serious. Young people should not be further burdened by whether their attempt was a failure, which in turn suggests

they are a failure.

- **“It’s not that serious.”** Every suicide attempt is serious. By definition: they wanted to take their own life. All suicide attempts must be taken seriously as there is a risk to life. An attempt tells us that the young person is in so much pain they no longer want to live. This is serious.
- **“Attention seeking.”** This phrase assumes that the student’s behaviour is not serious, and that they are being dramatic to gain attention from others. However, suicide behaviour is serious. Students who attempt suicide need attention, support, understanding and help.
- **“It was just a cry for help.”** This dismissive phrase belittles the young person’s need for help. They do indeed need you to help: they are in pain and their life is in danger. They may feel they are not being taken seriously, which can be dangerous.

Appendix B – Helpers in your community

Local/national services that can help support someone who is actively suicidal:

PAPYRUS HOPELine UK (Support and advice to young people under 35 having thoughts of suicide or for anyone who is concerned about a young person.)

Call 0800 068 41 41 (this does not show up on the telephone bill). Monday-Friday 10.00am-10.00pm. Weekends 2.00pm-10.00pm. Bank Holidays 2.00pm-5.00pm.)

Text 07786 209 697. All texts and emails are automatically anonymised so that advisors do not have any details.

Email pat@papyrus-uk.org

Samaritans (South Devon/ Torbay branch)

Tel: 116 123 – free from any phone

0330 094 5717 - local charges apply

Email jo@samaritans.org (response within 24 hours)

- <http://www.petesdragons.org.uk/>
- <http://www.orchidcommunity.net/training/>
- <http://www.mindex.org.uk/>
- <https://www.rethink.org/servicesgroups/services/service>
- <http://www.dpt.nhs.uk/Letter-of-Hope.745.0.html>
- <https://new.devon.gov.uk/adultsocialcareandhealth/factsheet/mental-health/its-safe-to-talk-about-suicide/>

NSPCC

<https://www.nspcc.org.uk/>

Child abuse hotline for adults 0808 800 5000 (Monday to Friday 8am – 10pm or 9am – 6pm at the weekends)

Email help@nspcc.org.uk

Report child abuse online <https://forms.nspcc.org.uk/content/nspcc---report-abuse-form/>

ChildLine hotline for children and young people 0800 1111
Chat online <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

Police/ambulance/fire services

Call 999 if you or someone else is in immediate danger, or if you need urgent help
Call 101 for the police if it is not an emergency

24 hour medical advice

Call 111 (NHS non-emergency line)
<https://111.nhs.uk/>

Young minds

<https://youngminds.org.uk/>
Young Minds Crisis Messenger – text YM to 85258

[Shout Crisis Text Line](#) – for everyone

Text "SHOUT" to 85258

Appendix C – How adults can support young people bereaved by suicide

[Cruse.org.uk/for-schools/suicide](https://cruse.org.uk/for-schools/suicide)

- If a child or young person has been bereaved through suicide this can place them under enormous emotional pressure. They may become entrenched in the belief that the person who has died ended their life as a result of something they perceive they did or not do.

Feelings following a suicide

- Feelings of intense anger directed towards the person who has died for abandoning the child or young person can also be common when the death resulted from suicide.
- Some young people who have been bereaved through suicide might be struggling with questions pertaining to why the person took the decision to end their own life. It is essential that the school liaises closely with the bereaved young person's family to ensure that the known facts relating to the death are clearly understood by the school staff.

Questions and guilt

- It is also vital that staff members are aware of how much the young person knows regarding the circumstances of the death. The bereaved young person may spend time contemplating "What if" and "If only" in an attempt to try and understand what caused the person close to them to take their own life. It is essential that school staff reassure the bereaved pupil that the death was in no way their fault or as a result of arguments or inaction.
- For example, a young person might believe that their mother ended her life because they argued about cleaning her bedroom. Try not to underestimate the bereaved young person's feelings of guilt and try not to dismiss them. Rather, explore with the young person why they feel guilty and what is it that they believed they said/didn't say, did/didn't do, that they

feel caused the death. If you know why the bereaved young person feels guilty then you can begin to gently challenge this and reassure the young person that they were not responsible for the death.

Stigma and bullying

- Death through suicide can result in social stigma and many families can feel isolated within their communities. Similarly, young people who have been bereaved through suicide can also feel excluded from school life and may also feel shame over the suicide of someone close. It is difficult for children and families left behind to try and understand why the person they were close to ended their life and this can fuel conjecture within social circles, communities and schools.
- Young people bereaved through suicide can sometimes be bullied by classmates as a reaction to the death and school staff should be mindful of this happening. A death through suicide can unnerve a community and can often be wrongly viewed as unnatural or a selfish act. There will be individuals who will view suicide as a moral transgression depending on their faith and cultural beliefs.
- It is therefore essential that the bereaved young person is not burdened with the opinions of others as this is unhelpful and potentially damaging.
- Similarly, if the person who has died had a history of mental illness, the bereaved young person might become subject to comments about the person they were close to being "mad" or "deranged" by their peers. It is important that teaching staff reassure the bereaved pupil that the person they were close to was not deranged and if the young person states that the person was depressed or very down before they died, use this opportunity to explain to the student that being depressed does not equate to being mad.

How can school staff help?

- School staff should liaise closely with the bereaved young person and their family prior to the pupil's return to school and whilst they are at school.
- Allocate the young person a "go to adult" in school, preferably chosen by or with their consent.
- Reassure the bereaved young person that the suicide was not their fault and wasn't a result of anything they said/didn't say or anything that they did / didn't do.
- If the bereaved young person talks about ending their life their family will need to be told. Encourage the bereaved young person to seek help from Cruse and introduce them to the Hope Again website which is Cruse Bereavement Care's specialist website designed for bereaved young people. The family of the bereaved young person may want to discuss matters with their GP.
- Let the bereaved young person know that you/your colleagues are there to support them and that you will be available to them if they need to talk or vent their feelings.
- Be alert to the possibility of bullying. Young people bereaved by suicide can be extremely vulnerable and often a target for bullying.

Recommended

The Lullaby Trust: www.lullabytrust.org.uk

Edwards Trust: www.edwardstrust.org.uk

Cruse Bereavement Care: www.cruse.org.uk

Child Bereavement: www.childbereavement.org.uk Telephone number 0800 02 888 40

Q: "I know that a young person from our school has taken their own life, what do I do now?"

A: This policy gives clear guidance about how to respond in the event of a suicide. The Suicide Postvention/ safeguarding Team have responsibility in the event of a suicide at school.

Hearing the tragic news that one of our pupils has taken their life will bring up many different emotions for staff, and this is likely to be a difficult time for the entire school community, and beyond. Staff might be feeling upset, shocked, angry, guilty or numb – all of these responses are normal reactions to a traumatic event such as suicide. The school will ensure that all colleagues are looked after. We may get support from professionals such as counsellors and therapists to talk about how staff are feeling. After liaising with the young person's family, the Postvention/ safeguarding Team will meet with colleagues as soon as possible. They will ensure all of the adults working in school are invited: the death of a schoolchild can affect everyone in the school community. The leadership team will inform all colleagues of the young person's apparent suicide. (It is only at an inquest that the coroner can conclude whether or not the death is a suicide. Before then, it might be helpful to say that the person **appears to have** died by suicide). If the facts are unclear, state that the cause of death is still being determined and will be shared at a later date. As soon as possible, the Postvention/ safeguarding Team will ensure that the school's administrators stop any standard communications with the family, such as sending school trip information home, to reduce unnecessary additional stress to the family of the young person who has died.

Q: "I know that a young person from our school has taken their own life, how do I tell the other schoolchildren?"

A: When the Senior Leadership and Postvention/ safeguarding Teams meet, agreement will be reached on the words to be used to tell students about the death. (It is only at an inquest that the coroner can conclude whether or not the death is a suicide.) If the facts are unclear, the Postvention/ safeguarding Team will state that the cause of death is still being determined and will be shared at a later date. It is essential that all staff communicate the same information to all students. We will try to tell all students at the same time to prevent some students receiving the news before others and then passing on the news to other students without support. We may decide to do this as small groups, year groups or classes.

It is essential that we do not talk about the method the young person used to end their life. This can be unhelpful, unnecessary and dangerous. Talking about method can be speculative, it can intrude into grief and it can lead other vulnerable people to imitate the behaviour. We can be open with the students about why we won't engage in conversations about the method the young person used to end their life; letting them know that it is unhelpful and that we want to ensure their safety and wellbeing. The Head Teacher may decide to give students and staff time off to be with their families.

The Postvention/ safeguarding Team will provide opportunities for students to express their emotions and identify strategies for managing them. Staff might not be the most appropriate people to facilitate this and therefore, we may engage professionals such as counsellors and therapists to further support students through their responses to the suicide. They will be able to provide more specialist support. The Postvention/ safeguarding Team can also access support from the organisations listed as members of the Support After Suicide Partnership:
<http://supportaftersuicide.org.uk/>

The Postvention/ safeguarding Team will debrief at the end of the day with colleagues and where necessary update the full SLT and Pastoral teams. Checking in with colleagues and talking about the experience of the day before going home may help staff to manage their feelings.

Q: "How can I support my students after a suicide at our school?"

A: Reassure students that grief is a normal response to death, and there is no wrong or right way to grieve. Remain calm and acknowledge how your students are feeling. They might be feeling lots of different emotions, such as sadness, fear, anxiety, shock, guilt, and anger. Their distress might also manifest in their behaviour; they might be tearful, distressed, 'act out', be withdrawn or hyperactive. They may become very aware, perhaps for the first time, of their mortality and be scared of death. You might also notice a decline in their performance at school, or they may demonstrate regressive behaviour (e.g. in eating/sleeping/personal hygiene). Students who didn't know the person who suicided may also be distressed – this distress is sometimes referred to as 'disenfranchised grief' – a grief we feel we don't have a right too. Regardless of whether they had a relationship with the young person who has died, their response is still real and painful for them. It is important to believe everyone's expression of grief and offer support. If a student wants to talk, find a quiet place and listen whilst they talk or cry.

- "How are you feeling?"
- "This is so sad and awful. It is ok to be so upset/ confused/angry."
- "We are all so sad and shocked. Would you like to tell me about how you're feeling?"
- "It is hard to know what to say, isn't it? I am here if you want to talk."
- "I can't imagine what you are going through, but I wanted to let you know that I'm here if you'd like to talk."
- "I'm not sure what to say, but I'm here to listen."
- "Would you like to go for a walk together?"
- "Is there anything I can do to help you?"
- "I miss (name of the child who died) ... how are you feeling?"

Q: "How can I support my students after a suicide at our school?"

Here are some examples of what not to say:

Avoid clichés such as:

- "Life goes on."
- "Time heals everything."
- "They are at peace now."

Avoid assuming the faith and beliefs of the young person and their family:

- "It was God's will."
- "They are in a better place."
- "They are looking down on you."

Avoid assuming you understand how they are feeling, they may not understand how they feel:

- "I know how you feel..."

Avoid using judgemental statements, such as:

- "They were selfish to do that."
- "They took the easy way out."

When it feels appropriate, try to maintain a routine as much as possible to provide a sense of stability whilst being mindful of students' specific needs. Staff will also need support and guidance during this time. Time and resources will be made available. We need to be aware of our own grief and feelings and to acknowledge that suicide can affect everyone throughout the school and beyond. We will ensure that there is support available for school staff and students and that everyone knows how to access it.

Q: "How should I communicate with the press and media after a suicide at our school?"

A: All media enquiries should be referred to the head teacher. Staff and students must not respond to journalists. The school will have an approved prepared statement in order to control the way any response on behalf of the school is reported. The DSL will liaise with the deceased student's family.

Q: "How can the school appropriately remember the young person who has apparently died by suicide?"

A: It is important to remember someone who has died. In the first instance, the Postvention/ safeguarding Team will consult with the family regarding the young person's funeral. If the family so wishes, the Postvention/ safeguarding Team will then disseminate details of the funeral as appropriate. Consent will be given for staff and students to attend the funeral where appropriate. The Postvention/ safeguarding Team will ask the family what they are comfortable with in terms of remembering their child either immediately after the death or in due course.

How can school manage social media coverage?

Although the school cannot control what is said on social media, we will release some guidelines after an apparent suicide.

We will try to discourage:

- Detail of suicide method used.
- Speculation about the location of the apparent suicide.
- Speculation about the reason for the suicide; there is never only one reason why a young person ends their life.
- Making the deceased appear heroic or brave or that the suicide was a solution to a problem.

Endorsement of myths around suicide.

- We will try to encourage:
- Sharing of helpline services and support organisations.
- Sensitivity to the grief and feelings of families and friends who have been touched personally by a suicide death. These people are often at higher risk of suicide themselves.

CONTACT DETAILS

School name	Blackawton Primary School
Designated Safeguarding Lead	Liam Fielding (Head Teacher) Liam.fielding@blackawtonprimary.org.uk 01803 712363
Deputy Safeguarding Lead	Charlotte Buckle Charlotte.buckle@blackawtonprimary.org.uk 01803 712363
Safeguarding Governor	Chloe Toorneini Chloe.toorneini@educationsouthwest.org.uk
School name	Christow Primary School
Designated Safeguarding Lead	Amy Yeo (Head Teacher) Amy.yeo@educationsouthwest.org.uk 01627 252542
Deputy Safeguarding Lead	Michael Statham Michael.Statham@christowprimary.org.uk 01647 252542
Safeguarding Governor	Mike Wharton Mike.wharton@educationsouthwest.org.uk
School name	Coombeshead Academy
Designated Safeguarding Lead	Jo Chappell (Assistant Head Teacher) Jo.chappell@coombesheadacademy.org.uk 01626 201800 ext 2004
Deputy Safeguarding Lead	Andy Balsdon Andrew.balsdon@coombesheadacademy.org.uk 01626 201800 ext 2006
Deputy Safeguarding Lead	Andy Davis (Director of Post 16) Andy.davis@coombeheadacademy.org.uk 01626 201800
Safeguarding Governor	Louise Walker Louise.walker@educationsouthwest.org.uk 01626 201800
Head of School	Helen Coulson Helen.COULSON@coombesheadacademy.org.uk 01626 201800
Executive Head Teacher	Rob Coles Robert.coles@coombesheadacademy.org.uk 01626201800

School name	Dartmouth Academy
Designated Safeguarding Lead	Paul Girardot (HeadTeacher) c/o vicki.hart@dartmouthacademy.org.uk 01803 839700 ext 3004
Deputy Safeguarding Leaders	Rebecca Darke rebecca.darke@dartmouthacademy.org.uk Jade Abraham jade.abraham@dartmouthacademy.org.uk Jasmin Hladkij Jasmin.hladkij@dartmouthacademy.org.uk Rachel Burris Rachel.burris@dartmouthacademy.org.uk Jen Tierney Jen.tierney@dartmouthacademy.org.uk Kirsty Blasquez Kirsty.blasquez@dartmouthacademy.org.uk
Safeguarding Governor	JoAnne Jones Joanne.jones@educationsouthwest.org.uk
School name	East Allington
Designated Safeguarding Lead	Tom Pether (Head of School) tom.pether@eastallingtonprimary.org.uk 01548 521305
Deputy Safeguarding Lead	Debbie Ward Debbie.WARD@eastallingtonprimary.org.uk 01548 521305
Safeguarding Governor	Chloe Toorneini Chloe.toorneini@educationsouthwest.org.uk
School name	King Edward IV Community College
Designated Safeguarding Lead	Sam Battershall sam.battershall@kingedwardvi.org.uk 01803 869200 Ext 4062
Deputy Safeguarding Lead	Helen Fraser Helen.Fraser@kingedwardvi.org.uk
Safeguarding Governor	Jim Lodge Jim.lodge@educationsouthwest.org.uk
Principal	Alan Salt Alan.salt@kingedwardvi.org.uk or amanda.lane@kingedwardvi.org.uk 01803 869200 Ext 4003

School name	Kingsbridge Community College
Designated Safeguarding Lead	Kelly Ray kelly.ray@kingsbridgecollege.org.uk 01548 852641
Deputy Safeguarding Lead	Richard Hard Richard.HARD@kingsbridgecollege.org.uk 01548 852641 Chelsea Sleep (SENDCo) Chelsea.SLEEP@kingsbridgecollege.org.uk 01548852641
Safeguarding Governor	Sam Wyatt c/o emma.mcquitty@educationsouthwest.org.uk 01548 852641 ext 2502
Principal	Tina Graham c/o emma.mcquitty@educationsouthwest.org.uk 01548 852641 ext 2502
School name	Rydon Primary
Designated Safeguarding Lead	Catherine Willcocks Catherine.willcocks@rydonprimary.org.uk 01626 356420
Deputy Safeguarding Lead	Tina Rootham Tina.rootham@rydonprimary.org.uk 01626 356420
Safeguarding Governor	VACANT
Head Teacher/ Principal	Catherine Willcocks (as above) Catherine.willcocks@rydonprimary.org.uk 01626 356420
School name	Teign School
Designated Safeguarding Lead	Andy Goodwin (Deputy Head Teacher) andy.goodwin@teignschool.org.uk 01626 366969 ext 1503
Deputy Safeguarding Lead	Lorraine Stone (Assistant Head Teacher) Lorraine.stone@teignschool.org.uk 01626 01626 366969 ext 1562

Safeguarding Governor	Paul Hurrell Paul.hurrell@educationsouthwest.org.uk Nick Hurst Nick.hurst@educationsoutwest.org.uk
Head of School	Lucie Wagner c/o ruth.atkinson@teignschool.org.uk 01626 366969 ext 1502
Head Teacher	Suzannah Wharf c/o ruth.atkinson@teignschool.org.uk 01626 366969 ext 1501

School name	Stoke Fleming Primary
Designated Safeguarding Lead	Kelly Barraclough (Early Years) Kelly.barraclough@stokeflemingprimary.org.uk 01803 770244
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Safeguarding Governor	Chloe Toorneini Chloe.toorneini@educationsouthwest.org.uk
Co/Heads of School	Andrea Hall Andrea.hall@stokeflemingprimary.org.uk 01803 770244 Georgia Taylor Georgia.taylor@stokeflemingprimary.org.uk 01803 770244
School name	UTC
Designated Safeguarding Lead	Karen Phippard Inclusion Lead karen.phippard@southdevonutc.org.uk 01626240201
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Safeguarding Governor	Karin Siemund Karin.siemund@educationsouthwest.org.uk c/o caroline.battong@educationsouthwest.org.uk 01626 201800 ext 2017
Executive Head Teacher	Rob Coles Robert.coles@coombesheadacademy.org.uk 01626201800
School name	Wynstream
Designated Safeguarding Lead	Elise Redman elise.redman@wynstreamprimary.org.uk
Deputy Safeguarding Leads	Stuart Fraser Stuart.fraser@wynstreamprimary.org.uk
Safeguarding Governor	Michaela Young Michaela.young@wynstream.org.uk

ESW POLICIES RELATED TO SAFEGUARDING

ESW Acceptable Use Policy
ESW Appraisal (Teachers) Policy
ESW Attendance Policy
ESW Capability Policy
ESW Charging Policy
ESW Code of Conduct for Employees Policy
ESW Complaints Policy
ESW Data Protection Policy
ESW DBS Policy
ESW Disciplinary Procedure Policy
ESW E Safety Policy
ESW Equality & Diversity Policy
ESW Financial Administration Policy
ESW Flexible Working Policy
ESW Freedom of Information Policy
ESW GDPR Privacy Policy
ESW Gifts and Expenses Policy
ESW Health and Safety Policy
ESW Intimate Care Policy
ESW Leave of Absence Policy
ESW Managing Sickness Absence Policy
ESW Maternity and Adoption Policy
ESW Medical Conditions Policy
ESW Pay Policy
ESW Prevent Policy
ESW Recruitment Selection Policy
ESW Redundancy Policy
ESW Safeguarding Policy
ESW SEND Policy
ESW Sex and Relationships Policy
ESW Support Staff Probation Policy
ESW Staff Grievance Policy
ESW Support Staff Appraisal Policy
ESW Volunteers in Schools Policy
ESW Whistleblowing Policy