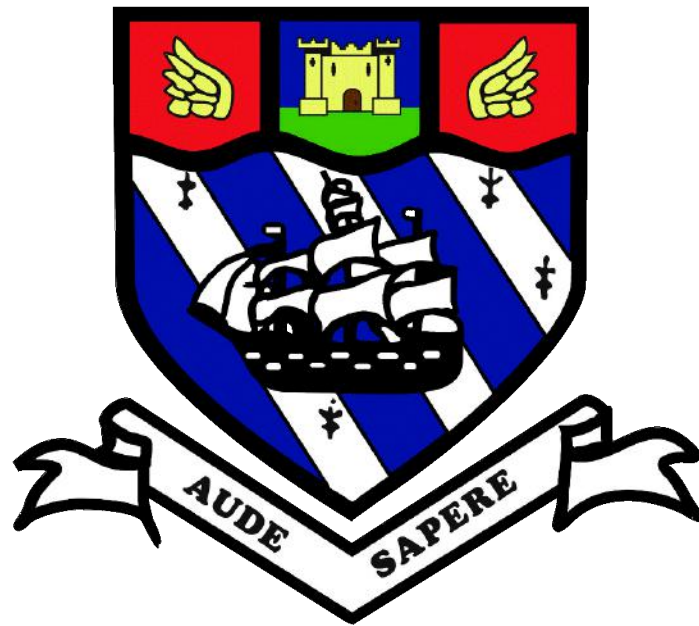


# TBGS



## **Child Protection and Safeguarding Policy & Procedures**



# Table of contents

<b>POLICY STATEMENT</b> .....	<b>1</b>
<b>PRINCIPLES</b> .....	<b>2</b>
<b>ROLES AND RESPONSIBILITIES</b> .....	<b>5</b>
i) The Designated Safeguarding Lead .....	<b>5</b>
ii) The Deputy Designated Safeguarding Lead .....	<b>6</b>
iii) The Head teacher .....	<b>6</b>
iv) The Role of the Governing Body .....	<b>7</b>
<b>GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT</b> .....	<b>8</b>
i) Staff Training .....	<b>8</b>
ii) Staff/Student Relationships .....	<b>9</b>
iii) Abuse of positions of trust .....	<b>9</b>
iv) Whistle blowing concerns about a colleague .....	<b>9</b>
v) Allegations about staff .....	<b>10</b>
vi) Malicious allegations .....	<b>10</b>
<b>SAFER RECRUITMENT</b> .....	<b>10</b>
i) Regulated activity .....	<b>11</b>
ii) Volunteers .....	<b>11</b>
iii) Supervised volunteers .....	<b>11</b>
iv) Contractors .....	<b>12</b>
v) Visitors procedures and site security .....	<b>12</b>
vi) Extended school and off-site activities .....	<b>12</b>
<b>PHOTOGRAPHY AND IMAGES</b> .....	<b>13</b>
<b>SUPPORTING CHILDREN</b> .....	<b>13</b>
<b>CHILDREN WHO MAY BE PARTICULARLY VULNERABLE</b> .....	<b>13</b>
<b>MISSING CHILDREN</b> .....	<b>14</b>
<b>HELPING CHILDREN TO KEEP THEMSELVES SAFE</b> .....	<b>15</b>
<b>ONLINE SAFETY</b> .....	<b>16</b>
<b>SUPPORT FOR THOSE CHILDREN IN A CHILD PROTECTION ISSUE</b> .....	<b>17</b>
<b>CHILD PROTECTION PROCEDURES</b> .....	<b>17</b>
i) Recognising abuse .....	<b>17</b>
ii) Physical abuse .....	<b>18</b>
iii) Emotional abuse .....	<b>20</b>
iv) Sexual abuse .....	<b>21</b>
v) Neglect .....	<b>22</b>

<b>PEER ON PEER ABUSE .....</b>	<b>22</b>
<b>SEXUAL ABUSE BY YOUNG PEOPLE .....</b>	<b>23</b>
<b>YOUTH PRODUCED SEXUAL IMAGERY/SEXTING .....</b>	<b>23</b>
<b>INDICATORS OF ABUSE .....</b>	<b>24</b>
<b>IMPACT OF ABUSE .....</b>	<b>25</b>
<b>PROCEDURES FOR A REFERRAL .....</b>	<b>25</b>
i) How staff should respond .....	26
<b>PARENTAL INVOLVEMENT .....</b>	<b>27</b>
<b>ENQUIRY TO MASH .....</b>	<b>28</b>
<b>CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR .....</b>	<b>29</b>
<b>CHILD SEXUAL EXPLOITATION .....</b>	<b>30</b>
i) Signs of child sexual exploitation .....	30
<b>FEMALE GENITAL MUTILATION .....</b>	<b>31</b>
i) Signs and symptoms .....	32
<b>FORCED MARRIAGE .....</b>	<b>32</b>
<b>SELF-HARM .....</b>	<b>33</b>
<b>RADICALISATION AND EXTREMISM .....</b>	<b>34</b>
<b>PRIVATE FOSTERING AND ARRANGEMENTS .....</b>	<b>35</b>
<b>CONFIDENTIALITY AND SHARING INFORMATION .....</b>	<b>35</b>
<b>REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES .....</b>	<b>37</b>
<b>RECORD KEEPING .....</b>	<b>37</b>
<b>TRANSITION .....</b>	<b>38</b>
<b>SPECIAL CIRCUMSTANCES .....</b>	<b>38</b>
i) Looked after children .....	38
ii) Children staying with host families .....	38
<b>RELATED SAFEGUARDING PORTFOLIO POLICIES AND PROCEDURES .....</b>	<b>39</b>
<b>APPENDIX</b>	
1. Body map – identifying & reporting physical abuse .....	40
2. Early Help & Threshold Tool .....	45
3. Recording concern forms .....	49
4. Flow-chart for concerns .....	51

# Child Protection Policy and Procedures

**Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.**

This policy was adopted by The Full Governing Body on 8<sup>th</sup> May 2017

Date of publication – 9<sup>th</sup> May 2017

Date of next review 1st Sept 2017 (to include Devon & Torbay Safeguarding Children Board - TSCB/DSCB updates)

This policy has been developed in accordance with the principles established by Section 157 of the Education Act 2002 and in line with government publications:

'Working Together to Safeguard Children' 2015,

'Keeping Children Safe in Education' 2016,

'What to do if you're worried a child is being abused 2015' – Advice for practitioners and 'Information Sharing 2015'.

The school's safeguarding arrangements are subject to inspection by Ofsted under the judgements for Leadership and Management.

This policy is one of a series in the school's safeguarding portfolio and must be read in conjunction with the portfolio for full guidance and expectations.

## TERMINOLOGY

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

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

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

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

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

This policy is available on the school website and made available in the school office.

## PRINCIPLES

Torquay Boys' Grammar School (TBGS) takes seriously its responsibility to safeguard, protect and promote the welfare of all of the students and young people in its care.

All staff, governors and trustees of the school have an equal responsibility to act on any suspicion, or disclosure that may suggest a child is at risk of harm and our procedures are consistent with those of the Torbay & Devon Safeguarding Children Board (TSCB/DSCB).

<http://torbaysafeguarding.org.uk/>    <http://www.devonsafeguardingchildren.org/>

Safeguarding incidents could happen anywhere, wherever a child's welfare might be compromised, and all staff should be alert to possible concerns being raised in this school.

Promoting welfare involves "creating opportunities to enable children to have optimum life chances in adulthood" – Framework for the Assessment of Children in Need and their Families (Government guidance 2000).

The governing body will act in accordance with Section 157 of The Education Act 2002 to safeguard and promote the welfare of students at this school.

The governing body and staff will act in accordance with the Prevent Duty under Section 29 of the Counter-Terrorism and Security Act 2015

All children have the right to be safeguarded from harm or exploitation, whatever their:

- Race, religion, first language or ethnicity.
- Gender or sexuality.
- Age.
- Health or disability.
- Political or immigration status.

All Staff, volunteers and governors in this school are committed to fostering an ethos which:

- Encourages and supports parents and carers and works in partnership with them.
- Listens to and values students.
- Ensures all staff and volunteers are aware of the signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements.
- Maintains a safe school environment for all students.
- Exercises their duty to work in partnership with other agencies and to share information with them in accordance with legislation (Children Act 2004).

We recognise that all school staff and volunteers, because of their contact with and knowledge of the children or young people in their care, are well placed to identify abuse and offer support.

TBGS recruitment and selection procedure includes all checks on staff's suitability to have contact with children (including DBS enhanced checks) as recommended by the Local Safeguarding Children's Board (LSCB) and in accordance with current legislation and guidance ('Keeping Children Safe in Education', 2016). The same recruitment procedures will be adopted for governors and individuals who volunteer in school on a regular basis.

Statements, or allegations of abuse or neglect made by children will always be taken seriously and acted upon promptly.

This school recognises it is an agent of referral and not of investigation; no action will be taken knowingly which might undermine a criminal investigation. Investigating agencies are Children's Services, Social Care and the police.

**Key Personnel:**

**The Designated Safeguarding Lead:**

Shaun Lyne-Ley – Deputy Headteacher

01803 615501 Ext 331

[slyneley@tbgs.torbay.sch.uk](mailto:slyneley@tbgs.torbay.sch.uk)

**The Deputy Designated Safeguarding Lead:**

Andi Kosmaczewski – Deputy Headteacher

01803 615501 Ext 250

[akosmaczewski@tbgs.torbay.sch.uk](mailto:akosmaczewski@tbgs.torbay.sch.uk)

**Safeguarding Officer:**

Sharon Walker – Pastoral Support Liaison Officer

01803 615501 Ext 278

[swalker@tbgs.torbay.sch.uk](mailto:swalker@tbgs.torbay.sch.uk)

**Head Teacher:**

Pete Lawrence

01803 615501

[plawrence@tbgs.torbay.sch.uk](mailto:plawrence@tbgs.torbay.sch.uk)

**Nominated Governor for Safeguarding & Child Protection**

Christine Weston

01803 615501

[christineweston1@gmail.com](mailto:christineweston1@gmail.com)

**Chair Of Governors**

Brian Wills-Pope

01803 615501

[bwp@tbgs.torbay.sch.uk](mailto:bwp@tbgs.torbay.sch.uk)



## **ROLES & RESPONSIBILITIES:**

### **The Designated Safeguarding Lead:**

The name of the Senior Designated Lead with overall responsibility for safeguarding is Mr Shaun Lyne-Ley (Deputy Head teacher).

He has the status and authority within the school to carry out the duties of the post, including committing resources, supporting and directing other staff. Within this role he:

- Is appropriately trained, with updates every two years
- Acts as a source of support and expertise to the school community
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of children in need, those with special educational needs and young carers
- Has a working knowledge of LSCB procedures.
- Makes staff aware of training courses and the latest policies on safeguarding.
- Has an understanding of locally agreed processes for providing Early Help and intervention.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from, the student's general file
- Refers cases of suspected abuse to MASH
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. The student's social worker is also informed
- Attends and/or contributes to child protection conferences
- Coordinates the school's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies including the TSCB and DSCB.
- Ensures that all staff sign to indicate that they have read and understood the child protection policy
- Ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this.
- Liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- Keeps a record of staff attendance at child protection training
- Makes the child protection policy available publicly, on the school's website or by other means

- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made

**The Deputy Designated Safeguarding Lead:**

In the event of Mr Shaun Lyne-Ley being unavailable concerns should be referred to the Deputy Designated Lead, Mr Andi Kosmaczewski (Deputy Head teacher). He is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

In the event of both the Senior Designated Lead and Deputy Designated Lead for safeguarding being unavailable concerns should be referred to the Safeguarding Officer, Mrs Sharon Walker (Pastoral Support Liaison Officer), Mr P Lawrence (Head teacher) or any member of the Senior Management Team at the earliest opportunity:

All staff will receive appropriate training in safeguarding in order to fulfil their roles.

All staff have a duty to acquaint themselves with Part One of 'Keeping Children Safe in Education' 2016.

**The Head teacher:**

- 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 students 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 students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensures that school leaders and governors take the child's wishes into account when determining action to be taken or services to be provided.
- Liaises with the designated officer or team in the local authority where an allegation is made against a member of staff.

- Ensures that anyone who has harmed, or may pose a risk to a child is referred to the Disclosure and Barring Service.

## **The Role Of The Governing Body**

Ensures that the school:

- Appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Ensures that the DSL role is explicit in the role holder's job description.
- Has a child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with TSCB/DSCB and statutory requirements, reviewed annually and made available publicly on the school's website, or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head teacher 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, receive information about the school's safeguarding arrangements. Upon induction, staff receive information about the behaviour policy/ code of conduct, the role of the DSL and appropriate child protection training and this training is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals.
- Ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy.
- Ensures that the school 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 students may be taught about safeguarding, including online safety as part of a broad and balanced curriculum.

- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.
- It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and LSCB and national guidance.
- An annual report (audit) will be submitted, as required, to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

## **GOOD PRACTICE GUIDELINES & STAFF CODE OF CONDUCT**

In order for us to meet and maintain our safeguarding responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff (*This policy can be located on the K Drive-Handbook & Policies*)

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

### **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 and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Visiting staff, or supply staff will be given the school's Safeguarding Information for Visitors Leaflet (available in the school reception).

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.

The statutory guidance **Keeping Children Safe in Education 2016** 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. All staff must read Part One of this guidance and staff can find a copy on the school website and on the K Drive – Safeguarding.

## **Staff/Student Relationships**

TBGS provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action, or child protection investigation as stated in school's e-safety policy and acceptable use agreement.

## **Abuse Of Positions Of Trust**

All staff at TBGS are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students 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 school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

## **Whistle Blowing Concerns About A Colleague**

TBGS recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the actions of colleagues. Any such concerns should be raised with the Head teacher, or the TSCB Designated Officer (LADO), Patrick Duke, Tel 01803 208562.

Complaints or concerns regarding the Head teacher should be made to the Chair / Vice Chair of the Governing Body.

The school's whistleblowing policy (*this policy can be found on the K Drive-Handbook &Policies*) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

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 Monday to Friday 8.00am to 8.00pm email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Allegations About Staff**

All concerns and allegations about adults who work in TBGS will be taken seriously and will be dealt with by the Head teacher. He or she will contact the TSCB Designated Officer, Patrick Duke, Tel 01803 208562. The officer will record the consultation and will advise on the appropriate action that needs to be taken which could include a referral to investigating agencies. (If the officer is not available, there should be no delay in taking advice or referring to Children's Services social care).

Where the allegation is against the Head teacher, the TSCB Designated Officer should be contacted by the Chair of Governors for advice on how to proceed.

**(Contact details for the Headteacher and Chair of Governors are located on P4 – Key Personnel)**

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE 2016) and in the school's Staff Disciplinary Policy which can be found in our staff handbook/ K Drive – Handbook & Policies.

Due recognition will be paid to the stress caused by such an allegation and appropriate skills deployed to balance the needs of the child and the support of the member of staff. However, the needs of the child must take precedence [Children Act 1989, Section 1(1)(b)].

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

## **Malicious Allegations**

If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider what disciplinary action is appropriate against the student who made it.

## **Safer Recruitment**

TBGS endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016), together with the TSCB/DSCB and the school's Staff Recruitment policy and

Safer recruitment means that applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history.

- Provide satisfactory references, including at least one referee who can comment on the applicant's suitability to work with children.
- Provide original evidence of identity and qualifications.
- If offered employment, be 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 for those engaged in Regulated Activity.
- If offered employment, provide evidence of their right to work in the UK.
- Be interviewed, if shortlisted.

TBGS will also ensure that we:

- Carry out additional and/or alternative checks for applicants who have lived or worked outside the UK
- Ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.
- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.
- All staff sign to confirm they have received and read a copy of the Safeguarding and Child Protection Policy and Staff Code of Conduct.
- The school obtains written confirmation from supply agencies and/or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school, and/or by the training provider, from whom written confirmation will be obtained.
- The school 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 (2016) part three - Safer Recruitment

### **Volunteers**

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**

The school 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.

## **Visitors Procedures and Site Security**

***Students know that all staff and visitors are clearly identifiable with identity cards worn at all times.***

Visitors to the school, including contractors, are asked to sign in at the main reception and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to observe the school's safeguarding and health & safety regulations to ensure children in school are kept safe. They will also be given a copy of the Safeguarding Information for Visitors leaflet.

## **Extended School and Off-Site Activities**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where TBGS provides school services, or activities directly under the supervision or management of school staff, the school's arrangements for Child Protection will apply.

Where another body provides services or activities, using the school as a regular venue, TBGS will seek written assurance that the body concerned has appropriate policies and procedures in place to safeguard children.

TBGS will check that effective safeguarding and child protection arrangements are in place when our students attend off-site activities, including day and residential visits and work related activities



## **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 we must ensure that we have some safeguards in place.

To protect students, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

## **Supporting Children**

Due to our day-to-day contact with students, all staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

TBGS will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other agencies.
- Ensuring there is a named member of staff for "looked after children".

## **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 students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic violence or parental mental-health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of
  - race
  - ethnicity
  - religion
  - disability
  - sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism
- Have an imprisoned parent
- Has a parent with mental health issues

This list provides examples of additionally vulnerable groups and is not exhaustive.

NB: Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **Missing Children**

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 in conjunction with the Attendance Officer and Pastoral staff and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Appropriate action may involve referrals to and attendance at **The Missing and Child Sexual Exploitation** forum (MACSE) when appropriate.

### **Helping Children To Keep Themselves Safe**

TBGS aims to build around each student a pastoral system which will care for him/her from the time he/she joins the school until such time as he/she leaves.

Students and tutors are members of Houses. The Heads of House oversee the general running of House activities, but they play a key role in safeguarding the students in their care. The Heads of House are appropriately trained to recognise and respond to any signs of abuse or concerns.

Some key objectives of the House System are:

- To ensure that each student is happy, in a settled caring atmosphere where they can feel safe and secure.
- To give a unique blend of personal support and encouragement.
- To care for the welfare of every individual.

TBGS actively promotes anti-bullying through its House System. The school continually promotes an ethos of respect for each other, and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

All students are encouraged to abide by the twin ideals of Respect and Responsibility and to behave and conduct themselves safely and appropriately.

Students are reminded regularly about online safety and the risks of sharing content and images online.

Children are taught to understand and manage risk through our PSHE provision and through all aspects of school life.

## Online Safety

Our students 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, MSN, Tumblr, 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.

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

The school's **e-safety policy** explains how we aim to keep students safe in school and protect and educate students in the safe use of technology.

Cyberbullying by students will be treated as seriously as any other type of bullying and may be managed through our Behaviour and Discipline procedures (these can be found on the school website/Staff K Drive – Behaviour). Serious incidents may be managed in line with sexual exploitation guidance or the school's child protection procedures.

Many students 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. Guidance for students on site usage in school is contained within our e-safety policy.

All staff and students receive e-safety training and are required to read The IT Acceptable Use Policy.

## **Support For Those Children In A 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 students, 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 student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students, 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.

## **CHILD PROTECTION PROCEDURES**

### **Recognising abuse**

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

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

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

### **Four categories of abuse**

*(Definitions taken from Keeping Children Safe in Education 2016)*

## **Physical abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

## **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:

- 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, hand prints or a hair brush
- 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

## **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 and include:

- 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.

***(Body Maps which can help record concerns relating to physical abuse can be found in appendix 1)***

## **Emotional abuse**

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

## **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
- Scape-goated 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



## **Sexual abuse**

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

### **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.

## **Neglect**

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

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

## **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 irresponsible 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.

## **Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse is abuse and this should never be tolerated, or passed off as "banter"/"part of growing up".

While peer on peer abuse 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 it 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 incidents of bullying, including cyber-bullying and prejudice-based bullying and sexting should be reported.

If the issue is particularly serious, the DSL, or head teacher will consider implementing child protection procedures.

## **Sexual Abuse by Young People**

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, sexting, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

## **Youth Produced Sexual Imagery/Sexting**

Whilst professionals refer to 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles and or over the internet'. Yet young people are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and schools should always inform the police. Making, possessing and distributing any imagery of someone under the age of 18, which is 'indecent', is illegal. This includes imagery of the people themselves. The relevant legislation is contained in the Sexual Offences Act 2003 and states that:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 defines a child, for the purpose of indecent images, as anyone under the age of 18

TBGS will endeavour to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

The advice below covers

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

When an incident involving youth produced sexual imagery comes to the school's attention the incident should be referred to the DSL as soon as possible:

- The DSL should hold an initial review meeting with appropriate school staff.
  - There should be subsequent interviews with the young people involved (if appropriate).
  - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
  - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- 
- Staff should not view the imagery, but if the image is on a mobile phone, ipad, laptop then this should be confiscated, turned off and handed to the DSL.
  - If viewing the imagery is unavoidable because the pupil has presented an image directly to a staff member or the imagery has been found on a school device or network inform the DSL that you have viewed the imagery.
  - Staff should never copy, print or share the imagery; this is illegal

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**TBGS staff are aware that it is their responsibility to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful

- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. Staff are encouraged to use the TSCB Threshold Tool.

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

### **Impact of Abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Procedures for a Referral**

The procedures contained in this policy apply to all staff, volunteers and governors. All action is taken in line with the DfE guidance 'Keeping Children Safe in Education' 2016 and is consistent with the local procedures which can be found at [www.swcpp.org.uk](http://www.swcpp.org.uk) .

Any member of staff, governor, volunteer or visitor to this school who receives a disclosure of abuse, or suspects that abuse of a child may have occurred, must record and report it immediately to the Senior Designated Lead for Child Protection Mr S Lyne-Ley– (Deputy Head teacher) or Deputy Designated Lead for Child Protection Mr A. Kosmaczewski (Deputy Head teacher).

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors (please refer to '**Whistle Blowing**' & '**Allegations About Staff**' page 9/10).

The names and photographs of the Designated Safeguarding Leads are clearly displayed in the entrance foyer. In the event of either Mr Kosmaczewski or Mr Lyne-Ley being unavailable concerns should be reported without delay to Mrs S Walker (Safeguarding Officer/Pastoral Liaison), Mr P Lawrence (Head teacher) or any member of the Senior Management Team.

If appropriate, the Senior Designated Safeguarding Lead will inform the LSCB unless the child about whom there are concerns already has an allocated social worker, in which case this person will be contacted without delay.

Local Safeguarding Children's Board (LSCB) at the Torbay Multi Agency Safeguarding Hub (MASH) on 01803 208411 or the Devon MASH 0345 1551071

Telephone referrals to Children's Services Social Care local offices should be confirmed in writing within 48 hours.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/DAF process.

*(For more information on the thresholds for Early Help support, see appendix 2)*

## **How Staff Should Respond**

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on.**

During a conversation with a student staff are aware that they should:

- Allow them to speak freely.
- Not be afraid of silences – staff must remember how hard disclosure must be for the student.
- Remember to use TED questions: Tell me.... Explain..... Describe.....
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on.
- Explain to the student what will happen next. The student may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL even if the child has promised to do it by themselves.
- Record their conversation in writing, as soon as possible, on the 'recording concerns' form and hand it to the Designated Safeguarding Lead.
- Seek support for themselves if they feel distressed.

**A flow chart for these procedures are made available within our Staff Handbook and Safeguarding procedures are located in the K Drive – Safeguarding. (See also appendix 3)**

### **Parental Involvement**

TBGS is committed to helping parents and carers understand their responsibility for the welfare of all students.

Parents and carers will be made aware of the school's Child Protection policy via the school website and initial meetings with parents of new students.

Where possible, concerns about children should be discussed with parents and carers in the first instances and the Senior Designated Safeguarding Lead should advise of the need to make referrals to the Children's Services Social Care local office, unless to do so would place the student at increased risk of significant harm.

## **Enquiry to MASH**

The DSL and Safeguarding Team will make an enquiry to MASH if it is believed that a student is suffering, or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

In general, school staff will discuss their concerns with parents and carers and advise them of any referrals to Children's Services Social Care, unless it is considered that to do so would place the child at risk of harm. Advice will be taken from the investigating agencies if there is any doubt.

The Senior Designated Safeguarding Lead will assist the investigating agencies to make enquiries into concerns of child welfare. This will include ensuring the school is represented at Child Protection conferences and that information about the child is provided as required.

The Senior Designated Safeguarding Lead will be responsible for co-ordinating action and liaising with other agencies and support services over Child Protection and other safeguarding issues.

Confidentiality must be maintained and information relating to individual students and families shared with staff on a strictly "need to know" basis.

We understand that concerns about significant harm may arise about children who already have an allocated social worker and we will pass on such concerns without delay.

Every member of staff has an individual responsibility for Child Protection. Where there is concern about a child's welfare and the Senior Designated Safeguarding Lead or his Deputy, is not available, or it is felt that he is not taking the concern seriously, another person in the Senior Management Team should refer to the Children's Services social care local office.



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

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the LSCB (Torbay MASH) immediately on 01803 208411 or the Devon MASH on 0345 1551071. Anybody can make a referral.

If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

*In addition, the following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures, which can be found at: [www.swcpp.org.uk](http://www.swcpp.org.uk)*

- Child Sexual Exploitation (CSE)
- Trafficked children
- Female Genital Mutilation (FGM)
- Forced and Underage marriage
- Ritualistic Abuse
- Children Missing Education (CME)
- Honour based violence
- Domestic Violence and abuse
- Radicalisation

### **Children with Sexually Harmful Behaviour**

Children may be harmed by other children, or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL or Deputy DSL as soon as possible.

## **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not 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 and Safeguarding Team.

TBGS will engage with and make referrals to the MACSE process and the REACH Team when and where appropriate and make an enquiry to MASH for any child that goes missing if they are not known to Children's Services.

## **Signs of Child Sexual Exploitation**

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 exploitation.

Signs include:

- 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.
- Unsafe Internet usage leading to becoming at risk of grooming.
- 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.

### **Female Genital Mutilation**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain, distress, and long-term health consequences, including difficulties in childbirth.

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

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

*(See <http://www.devonsafeguardingchildren.org/latest-news-updates/new-macses-and-guidance-launched/> for further information)*

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. See Annexe A of Keeping Children Safe in Education 2016 for further details.

## **Signs and Symptoms** that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change 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 a female (and sometimes a male) does not consent to the marriage, but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. School staff are encouraged to be alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

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.

*(<http://www.devonsafeguardingchildren.org/latest-news-updates/forced-marriage-is-now-a-criminal-offence/>)*

## Self-Harm

Self-harm can be really hard to understand, but it is a lot more common than some people think. Between 1 in 12 and 1 in 15 people self-harm. Children and young people who self-harm are not typically seeking attention or trying to commit suicide, but it can be a way for them to deal with overwhelming or distressing feelings and bring control into their lives.

Self-harming is when a young person chooses to inflict pain on themselves in some way. Self-harm can involve a child cutting, burning, bruising, poisoning, scratching, hair-pulling or overdosing. It can include taking drugs/ alcohol or an eating disorder. Children and young people who show signs of self-harm need support, nurture and understanding to help them stop.

There are a number of risk factors, particularly in combination, which may make a young person particularly vulnerable to self-harm. These include **Individual factors** such as; depression / anxiety, poor communication skills, Low self-esteem, hopelessness, drug or alcohol abuse; or **Family factors** such as; unreasonable expectations, neglect or physical, sexual or emotional abuse, poor parental relationships and arguments, depression, self-harm or suicide in the family, or **Social factors** such as; difficulty in making relationships / loneliness, being bullied or rejected by peers.

Possible warning signs include:

- Obvious injuries, (ie, cuts, burns, bruising)
- Changes in eating/sleeping habits (e.g. Student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

Any member of staff who is aware of a student engaging in, or suspected to be at risk of engaging in self-harm should speak to the DSL or Deputy DSL as soon as possible. In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times. If a student has self-harmed in school or is in need of urgent medical assistance 999 should be called immediately and a first aider called to assist.

The DSL or Deputy DSL will then decide on the appropriate course of action. School will inform parents/carers unless by doing so it could increase the risk to the child, or exacerbate the problem, in which case further advice will be sought from the MASH.

Appropriate school action may include:

- Making a referral to Outside Agencies,
- Encouraging the student/parents/carers to seek additional outside support
- Arranging for appropriate school intervention - School Counsellor
- Removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers.

For further information:

<http://www.youngminds.org.uk/self-harm>

<http://www.devonsafeguardingchildren.org/parents-carers/harmful-behaviours/>

### **Radicalisation and Extremism**

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

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

School staff receive training to help to identify the signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture.

**Further information on Preventing Radicalisation'** has been included in *Keeping Children Safe in Education 2016 in line with:*

**Prevent Duty Guidance: for England and Wales**, published in March 2015 as part as 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 / 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/MSM\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/MSM_Guidance_Maintained_Schools.pdf)

## 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.

## Confidentiality and Sharing Information

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

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

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

Child protection information will be stored and handled in line with the Data Protection Act 1998.

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

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

Records 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.

Student safeguarding files include all relevant paperwork. Relevant concern forms for referrals and body maps are available to all staff (K Drive –Safeguarding) and hardcopies are made available in reception.

Child protection and safeguarding information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

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.

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

Child protection and Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Head teacher.

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

The school's Data Protection policy is available to parents and students via the school website.



## 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 and the Chair of Governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student's safety, or is in the best interests of the child.

## Record Keeping

Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was seen or said (recording the student's own words as far as possible), putting the event into context and giving the date, time and location. Information should be recorded in non-judgmental, non-emotive terms. All records must be dated and signed. (See TBGS Code of Conduct/Safe Working Practices).

The safeguarding/child protection file will contain the following:

A record of the student's core data

A chronology: a log of day-to-day contacts with social care and other agencies. It is expected that like all agencies we are proactive in making referrals where they have concerns about a child and check up on any referral that is made. You cannot do this unless you keep a clear log of dates, times and conversations.

Evidence of the voice of the child.

Safeguarding record logs to include:

- Date (including year) and time of the event/concern;
- The nature of the concern raised;
- The action taken and by whom
- Outcome of any action
- Name and position of the person making the record

Reports from meetings.

A Genogram (if appropriate).

Staff are reminded that informal notes can be requested as evidence and whatever they write may at some point be viewed by another audience. However, objectivity and professionalism should always be kept in mind when recording.

Minutes of meetings with parents/carers, professionals, school staff.

Confidential minutes of meetings e.g. Case Conferences (these should be destroyed once the child is no longer the subject of CP concerns).

A log of contact with parents – this is particularly important when seeking permission from a parent for a referral to take place – failure to contact a parent should not preclude contacting social care where you have concerns.

Correspondence including copies of all emails.

In the case of disclosure, the record should also include:

- As full an account as possible of what the child said;
- An account of questions put to the child;
- Time and place of disclosure;
- Who was present at the time of disclosure;
- The demeanour of the child; where the child was taken and where returned to at the end of disclosure.

## **Transition**

When a child leaves TBGS, we will ensure that their child protection file is copied for the new establishment as soon as possible, but transferred separately from the main student file in line with Appendix 3: Broad Areas of Responsibility Proposed for the Designated Senior Person for Child Protection Safeguarding Children and Safer Recruitment in Education, 2004.

## **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 is the DSL who will 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.

### **Children Staying with Host Families**

The school may make arrangements for students to stay with a host family during a foreign exchange trip, or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (2016)*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas students 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.

## **Related Safeguarding Portfolio Policies and Procedures**

- Anti-bullying Policy
- Staff Code of Conduct – Safer Working Practice
- Good Behaviour and Discipline Policy
- Complaints Procedures
- Drugs Education and Drugs Policy
- E-safety Policy
- Health & Safety Policy
- IT Acceptable Use Agreement
- Intimate Care Policy
- Recruitment and Vetting Checks Policy
- Safeguarding and Child Protection Policy
- Grievance Policy
- Staff Disciplinary Policy
- Whistleblowing Policy

**‘TBGS’s commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes. This document is available in alternative formats on request.’**

## **Body Map Guidance**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

**Any concerns should be reported and recorded without delay to the designated safeguarding lead (see safeguarding flow chart contained within our policy)**

**Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record.**

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Add any further comments as required.

**Ensure First Aid is provided where required and record**

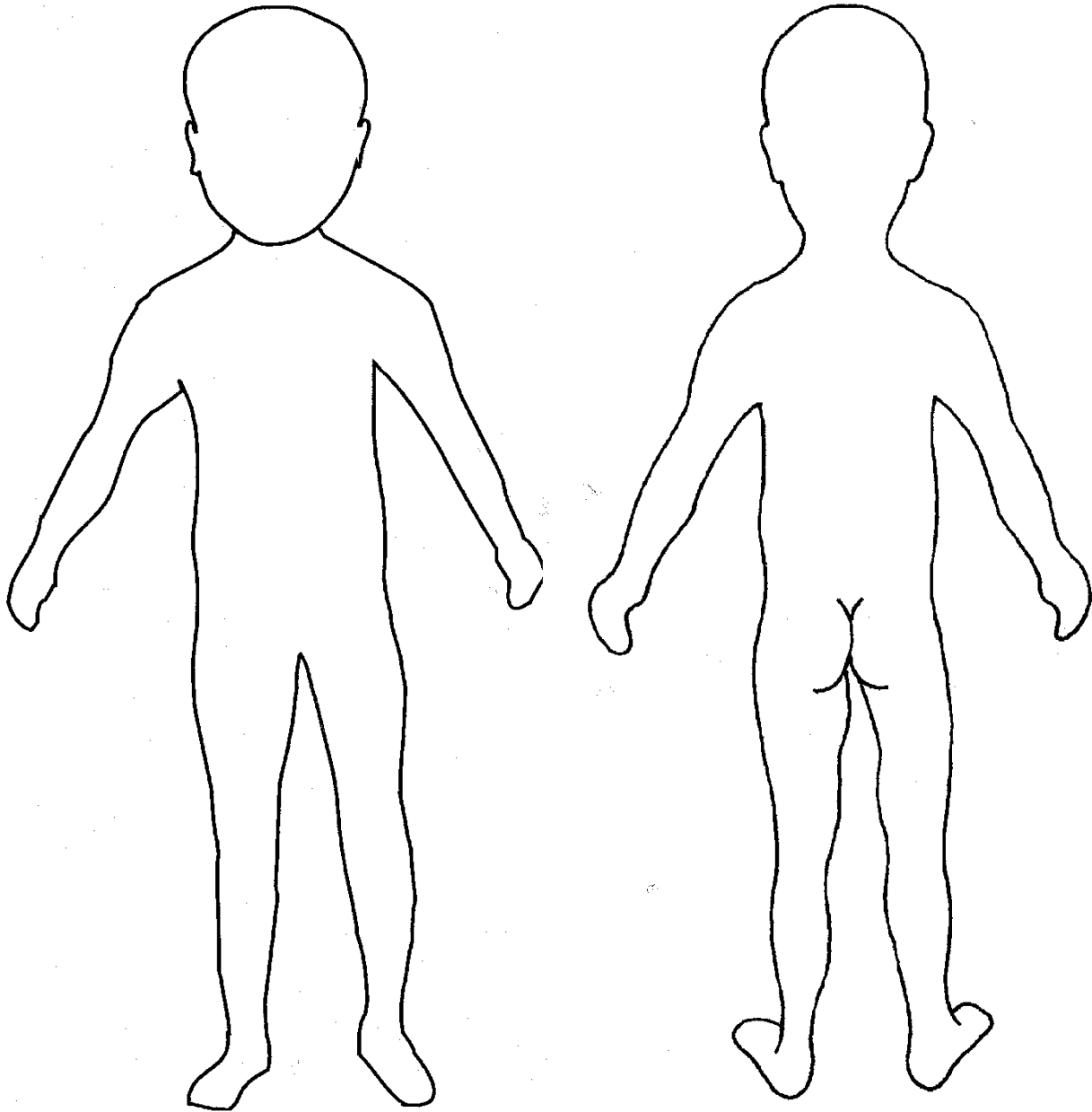
# BODYMAP

(This must be completed at time of observation)

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

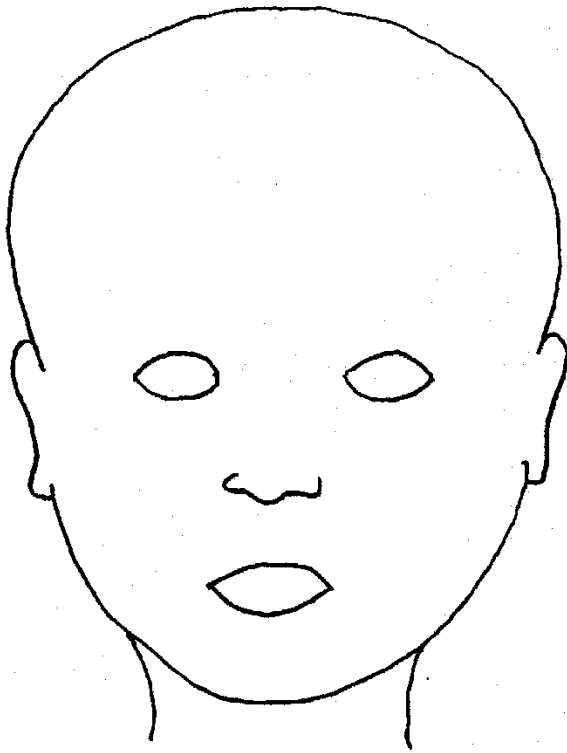
Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

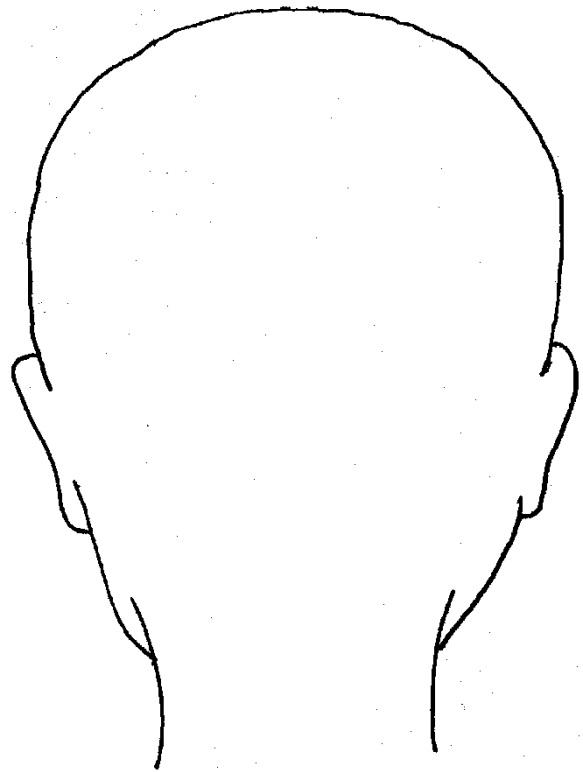


Name of pupil: \_\_\_\_\_

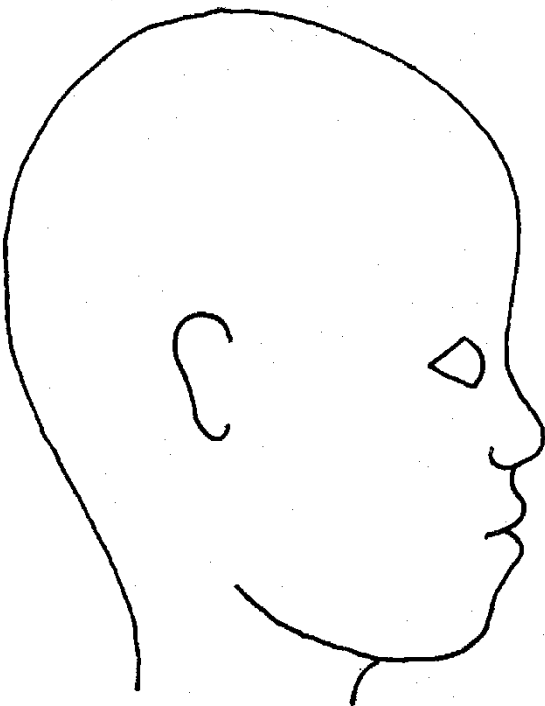
Date and time of observation: \_\_\_\_\_



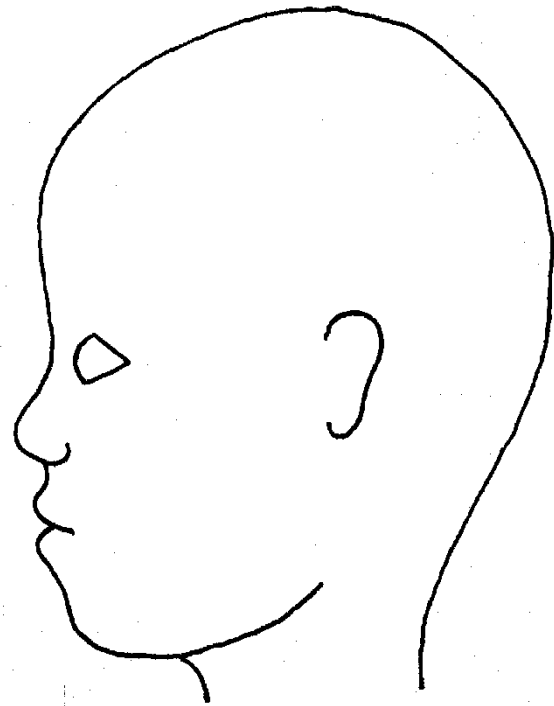
**FRONT**



**BACK**



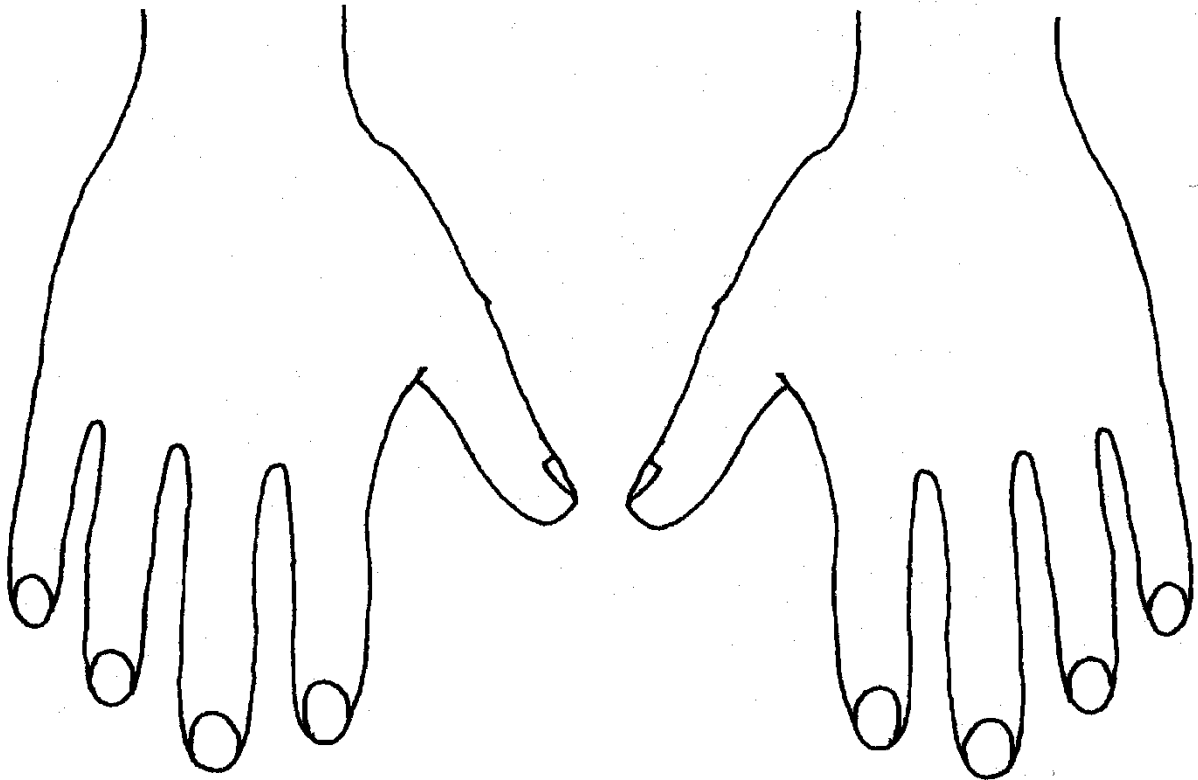
**RIGHT**



**LEFT**

Name of Pupil

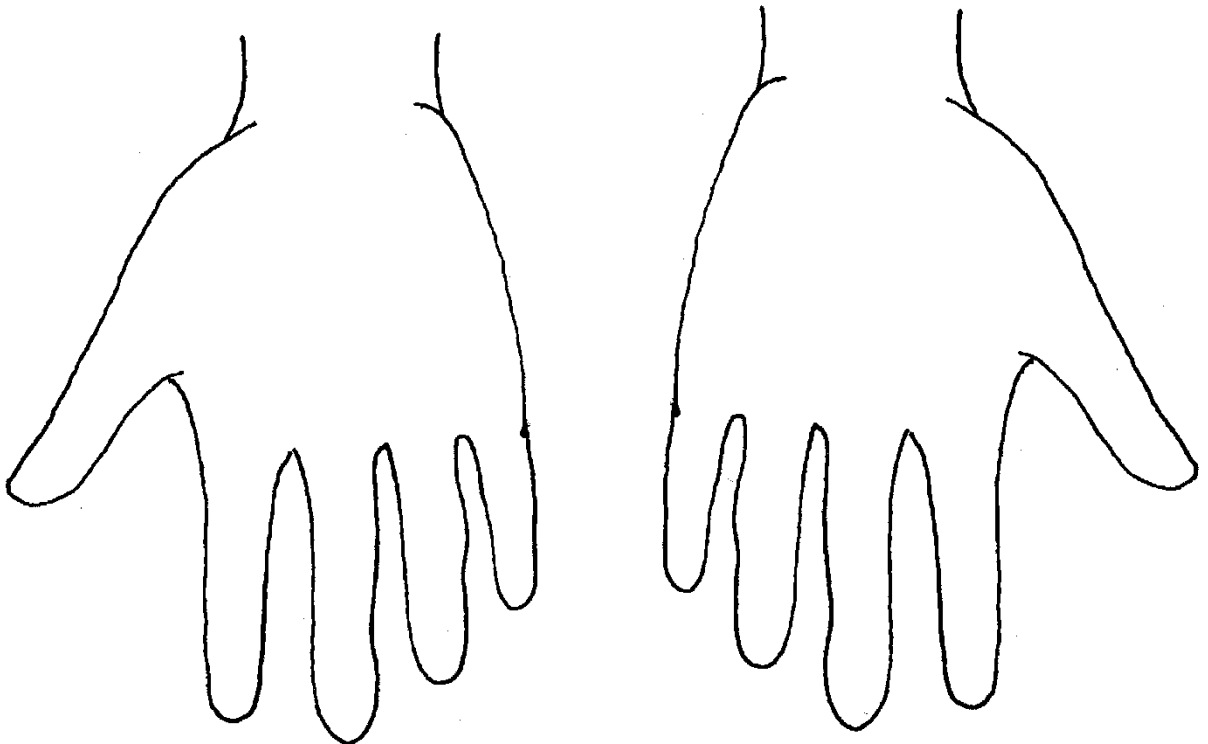
Date and time of  
observation



R

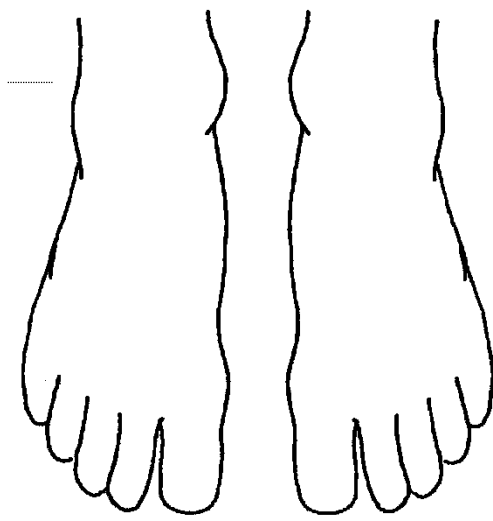
L

BACK



Name of Pupil: \_\_\_\_\_

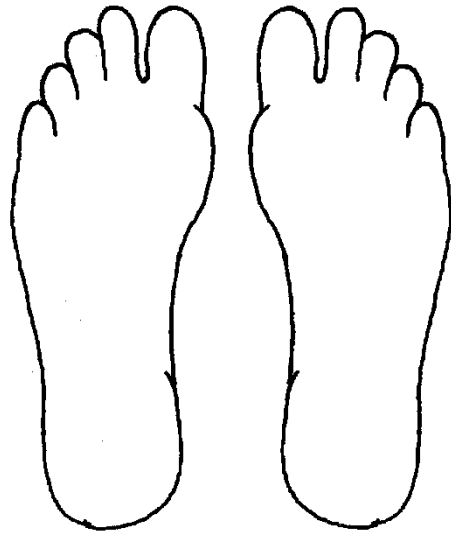
Date and time of observation: \_\_\_\_\_



R

TOP

L



R

BOTTOM

L



R



L

INNER



R



L

OUTER

Printed Name,  
Signature and Job  
title of staff:

\_\_\_\_\_



## APPENDIX 2



Please complete this form for support with a child/young person.  
If you need help with this please call 01803 208525

Once completed send by post to  
Early Help Torbay, c/o Torquay Town Hall,  
Torquay, TQ1 3DR OR scan and e-mail to  
earlyhelp@torbay.gcsx.gov.uk  
This form is available on the Torbay Council  
website and can be made available in other  
languages on request.

NOTE: If you have a safeguarding concern  
about a child please call 01803 208100

Date of Referral:	/ /
-------------------	-----

Details of child or young person (YP) (including any alternative or previous names)					
Child/ YP Name:	D.O.B / E.D D	Gender Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/>			
Ethnicity	Religion	First Language	Is an interpreter required? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of Early Years Setting / School / College	Year Group	Is school attendance a problem? Yes <input type="checkbox"/> No <input type="checkbox"/>	School attendance % (if known)		
How many (if any) fixed term exclusions has the child / YP had in the past 12 months?	Has the child / YP been assessed as having Special Educational Needs? Yes <input type="checkbox"/> No <input type="checkbox"/>	Is the child / YP a young carer? Yes <input type="checkbox"/> No <input type="checkbox"/>			
G.P Name:			GP Surgery:		

Why is this referral being made?	What is happening and is it ongoing or getting worse?	What has been tried? Has it helped?

Details of person completing this referral	
Name:	Agency / Role:
Telephone No	E-mail

What support is in place for the Child/ Young Person, siblings and/or adults in the family? For example: Parenting Support, Young Carers, Substance Misuse Support, Mental Health Services, Pediatrician					
Agency	Contact person	Contact details	Current Input Yes / No	Previous Input Yes / No	Took part in this referral? Yes / No

Parent / Carer Details 1		
Name:	D.O.B	Relationship to child / YP
Address:		
Telephone No:	Email address:	
Parental Responsibility for child / YP? Yes <input type="checkbox"/> No <input type="checkbox"/>	First Language	Is an interpreter required? Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you entitled to benefits? Yes <input type="checkbox"/> No <input type="checkbox"/>	Are you receiving benefits? Yes <input type="checkbox"/> No <input type="checkbox"/>	
GP:	GP Surgery:	
Long term illness / disability? Yes <input type="checkbox"/> No <input type="checkbox"/>	If YES please give details	

Parent / Carer Details 2		
Name:	D.O.B	Relationship to child / YP
Address:		
Telephone No:	Email address:	
Parental Responsibility for child / YP? Yes <input type="checkbox"/> No <input type="checkbox"/>	First Language	Is an interpreter required? Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you entitled to benefits? Yes <input type="checkbox"/> No <input type="checkbox"/>	Are you receiving benefits? Yes <input type="checkbox"/> No <input type="checkbox"/>	
GP:	GP Surgery:	
Long term illness / disability? Yes <input type="checkbox"/> No <input type="checkbox"/>	If YES please give details	

Other family / household members or significant others					
Name	Relationship to child / YP	D.O.B	Living with child / YP Yes <input type="checkbox"/> No <input type="checkbox"/>	Aware of referral? Yes <input type="checkbox"/> No <input type="checkbox"/>	Took part in the referral Yes <input type="checkbox"/> No <input type="checkbox"/>

Health - How is your child's health? Do they have any medical conditions? Do they go to the doctors/dentist when they need treatment? What are the good things that effect your child's health e.g. good diet / exercise?
Concerns:
Positives
How are things currently? Unmanageable <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Everything fine

Education and learning	
Does your child go to nursery / school? Have they got good school attendance? Do they enjoy learning? What does your child want to do in the future and how are you helping with this?	
Concerns:	
Positives	
How are things currently?	
Unmanageable	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Everything fine

Behaviour and Relationships	
What's your child's behaviour like at home and school? Do you feel you are able to give your children clear boundaries with praise and consequences? What's your child's relationship like with their parents/carers, siblings and friends? What activities do you do together?	
Concerns:	
Positives	
How are things currently?	
Unmanageable	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Everything fine

Keeping your family safe	
Is your home safe? Do you and your child use mobile phones and internet safely? Are you and your children safe from bullying, harassment, domestic abuse and other crime?	
Concerns:	
Positives	
How are things currently?	
Unmanageable	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Everything fine

Parent/Carer well-being	
How do you feel? How do you cope with difficulties? Are you depressed or anxious? Do you have problems with drugs or alcohol, domestic abuse or mental health? Do you have a long term illness / disability? What support do you have?	
Concerns:	
Positives	
How are things currently?	
Unmanageable	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Everything fine

Home and Money											
Is your home private rent / housing association or owned? Are you at risk of eviction? Is your home suitable for your needs? Are your finances enough to meet your family's needs eg mortgage/rent and food? Are you accessing training / work experience?											
Concerns:											
Positives											
How are things currently?											
Unmanageable	0	1	2	3	4	5	6	7	8	9	10 Everything fine

Parent/Carer - What do you want to change and how will you know when it's happened?

Child / Young Person – What do you want to change and how will you know when it's happened?

**Consent for information storage and information sharing:**

In order to ensure that you and your family are provided with the most effective available support it may be appropriate to share personal information about you and your family to other agencies / community groups, such as schools and G.Ps.

This information may include details about your / your child's health, welfare and development, home or family circumstances.

In some circumstances, information can be shared between agencies without consent, for example where sharing information might prevent a crime or safeguard the welfare of a child or young person. Even in these circumstances, it is normal practice to obtain consent where possible.

If you have any concerns about particular information being shared with particular agencies or individuals please give information below.

I understand the information in this form	Yes <input type="checkbox"/> No <input type="checkbox"/>
I have had the reasons for information sharing explained to me and I understand those reasons.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I give my permission for the information in this form to be shared with appropriate agencies / community groups so that I can be contacted about support available to me.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that information on this form will be entered onto the Torbay database which is secure and covered by the Data Protection Act 1998 (DPA)	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that in exceptional circumstances this information will be shared without my permission.	Yes <input type="checkbox"/> No <input type="checkbox"/>

I do not want my information shared with (list):		Yes <input type="checkbox"/> No <input type="checkbox"/>
Parent / Carer Name (Print)	Relation to Child/Young Person	Signature
Child / Young Person Name (Print)	Signature	

<b>APPENDIX 3</b>
-------------------

**Logging a concern about a child’s safety and welfare**  
Part 1 (for use by any staff)

<b>Student’s Name:</b>	<b>Date of Birth:</b>	<b>House/Class:</b>	
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>		
Name .....			
Signature.....      Job Title:			
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?			
What is the pupil’s account/perspective?			
<b>Action – DSL &amp; Safeguarding Team</b>			
<b>Date</b>	<b>Person Taking Action</b>	<b>Action</b>	<b>Signed</b>

**Check to make sure your report is clear to someone else reading it. Please pass this form to your Designated Safeguarding Lead.**

## **Guidance on completing concern forms**

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

### **Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)**

- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form

### **Only write about one child on each concern form** (use a separate form for each child)

Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.

**Make sure you use a Concern Form to record your concern.** Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.

### **Finally, contact a member of the safeguarding team**

- Avoid using email to send your concern; emails are insecure, get missed, go to the wrong person and cannot be signed. Use a method that mitigates these risks.
- Completed concern forms must be passed to SPL immediately (if unavailable to the Deputy DSL).
- Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

Concern Forms can be located at Reception, Staff Room and with each Head of Department. If there are no Concern Forms available, please locate from:

**K Drive – Safeguarding – Recording Safeguarding Concerns:**

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

