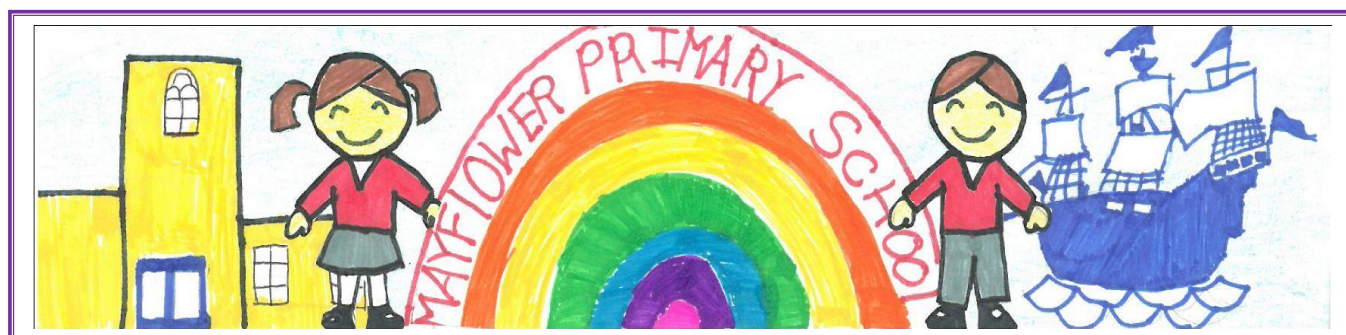


MAYFLOWER PRIMARY SCHOOL



SAFEGUARDING & CHILD PROTECTION POLICY AND GUIDELINES 2021/2022





Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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Ratified by Governing Body:			
Mrs. Y. Nana	(Chair of Governors)	Insert Signature	Insert 24 th August 2021

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Safeguarding Staff Members and Governors at Mayflower Primary School

			Mr. Luke Whitney (Head Teacher) is the Designated Safeguarding Lead
			Mrs. Hannah Boydon (Deputy Head Teacher) is the Deputy Designated Safeguarding Lead
			Mrs. Jane Letten-Miller (Attendance Officer) is the Deputy Designated Safeguarding Lead
			Mrs. Farzana Mulla (Bursar) is the Deputy Designated Safeguarding Lead
			Mrs. Yasmin Nana is the Chair of the Governing Body
			 Mrs. Suzanne Wright is the Governor with Responsibility for Safeguarding

1 Introduction

1.1 Mayflower Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Mayflower Primary School is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Mayflower Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE 17.06.20)
- The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, P.23 Keeping Children Safe in Education July 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- Leicester Safeguarding Children's Board Procedures (LSCB)
<http://llrscb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015

- Child Protection & Safeguarding in Education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Guidance for Safer Working Practice 2009 & 2015 - (Safer Recruitment consortium)
- Prevent Duty 2015
- Voyeurism Act 2019

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff¹ believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2 Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3 Key processes

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Board (LSCB)*, *Multi Agency Child Protection/Safeguarding Procedures*; <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements as outlined in 1.3.

¹ 'Staff' covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

4 Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited every two years through Whole School Safeguarding Training. Copies of this document will be found in their 'Staff Information Folder'
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc
- Regular external visitors/providers will have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

'Mayflower Primary School ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

5 Extended school and before and after school activities

5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the governing body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

6 Procedures

6.1 Mayflower Primary School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities and is trained accordingly.
- We have a Designated Safeguarding Lead and two Deputy Designated Safeguarding Leads for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- There is a named 'Safeguarding Governor' (see contacts)
- All members of staff are provided with opportunities every two years to receive INSET training by the Safeguarding in Education team in order to develop their understanding of child protection and safeguarding in particular the signs and indicators of abuse. The last time this was offered was on the 24th August 2021.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- The governors have taken the decision *not* to let out the building for external use.
- Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks²) and that a minimum of two individuals have completed Safer Recruitment Training, provided by Leicester City Council, HR Department, (i.e. Head Teacher and a nominated Governor). The 2 governors who have received this training are Mrs. Y. Nana and Mr. L. Whitney (Head Teacher). Mrs. S. Wright will audit the SCR on an annual basis.
- All governors will undergo a DBS check and a S128 check, as outlined in paragraph 173 of Keeping Children Safe in Education 2019
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where

² Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check. The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, P.23 Keeping Children Safe in Education July 2015

appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer. (LADO).

- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The Designated Safeguarding Lead is Mr. Luke Whitney (Head Teacher) and the Deputy Designated Safeguarding Lead is Mrs. Hannah Boydon (Deputy Head Teacher). Both DSL's updated their training during the academic year 2017-2018. Mrs. Farzana Mulla and Mrs. Jayne Letten-Miller also serve as DSL's, and have completed the relevant training.
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of the Child Protection and Safeguarding Policy, Staff Code of Conduct, the booklet 'What To Do if You're Worried A Child is Being Abused'³, Keeping Children Safe in Education Part 1⁴, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfE 2009 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).⁵ Copies of documents and the relevant links are included in the school's 'Induction Pack.'

7 Responsibilities

7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Head Teacher (in the case of the Deputy DSL's) of any referrals they have made. If any staff member is involved the report is made to the Head Teacher. If the Head Teacher is involved then the Chair of Governors should be informed.

7.2 Since August 2018, the school has been using the Child Protection Online Management System (CPOMS) and training was delivered in September 2018. This system co-ordinates all aspects of document and record keeping, which is fully GDPR compliant.

7.3 If a staff member feels they cannot disclose information to their DSL, Head Teacher or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (Appendix 6).

7.4 All staff will be versed in our Whistleblowing procedure and understand when it is appropriate to use the procedures.

8 Designated Safeguarding Lead – Roles and Responsibilities⁶

8.1 The DSL is a member of the School's Leadership Team and is responsible for:-

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

⁵ <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

⁶ Keeping Children Safe in Education July 2015, Annex B, Role of Designated Safeguarding Lead

- **Managing referrals** – The DSL will deal with all safeguarding concerns raised/allegations of abuse within the school, refer all cases of suspected abuse to children’s social care and;
- Refer all cases in relation to allegations against staff members to the LADO including disclosure and barring
- Seek advice from the police if a crime has been committed
- Liaise with the Head Teacher (in the case of the Deputy DSL’s) with regard issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- **Training** - The DSL will receive appropriate training carried out every two years in order to;
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Support (where applicable) other staff members who attend strategy meetings and/or case conferences so that they too can contribute to these effectively
- Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff. Copies of this form part of the schools ‘Induction Pack.’ Where necessary, CPOMS training will be provided by the Designated Safeguarding Lead.
- Be alert to the specific needs of children in need, those with special educational needs and young carers⁷
- Be able to keep detailed, accurate, secure written records of concerns and referrals, supported by CPOMS;
- Written records of concerns are kept, even if there is no immediate need for referral and are monitored
- All physical child protection records are marked as such and kept securely locked, and should these be stored electronically, that they are differently password protected from the pupils’ other files, and accessible only by the Head Teacher/DSL’s. CPOMS ensures the safe and secure storage of all records with this being fully in-line with the requirements of GDPR.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- **Raising Awareness** - The DSL will ensure the school or college’s policies are known and used appropriately through regular updates or as part of the induction process;
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names of the DSL’s and the school’s procedures for safeguarding children. These are displayed in the school reception and can be found in the supply teacher handbook.
- Act as a focal point for staff to discuss concerns and liaise with other agencies and professionals (where appropriate).
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

⁷ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Child missing from education (CME) are monitored and policies are in place
- Work with the governing body to review and update annually the schools child protection policy and safeguarding audits.
- Be able to access the contents of the Leicester Safeguarding Children Board procedures and any updates are made accessible to all staff within the school
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership team or others as appropriate
- Ensuring that any pupil currently subject to a child protection plan who is absent without explanation on a number of occasions are reported to their key worker in Children's Social Care
- Providing, with the Safeguarding Governor, an annual report for the governing body, any Safeguarding in Education Check Lists provided by the LA, any changes to the policy and procedures; training undertaken by the Designated Senior Person and by all staff and governors. Safeguarding also forms a part of the Head Teacher's Termly Report to governors.

8.2 Roles and responsibilities of the Head Teacher

The Head Teacher of **Mayflower Primary School** will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- The Child Protection Policy and other relevant Policies are updated annually, ratified by the Governing body annually and that relevant policies be available publicly either via the school website, parents evening, open days or by other means
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children
- That the Head Teacher has attended Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 3 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner (whole school approach and child centred practice)
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- That regular external visitors/providers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in

main reception notifying external visitors who the Schools DSP is and what to do if they have any concerns about a child's welfare

- The DSL's undergo child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, July 2015, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines. Copies of these documents form part of the school's 'Induction Pack'
- That staff undergo and attend whole school training at least every two years (INSET)
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures and are well versed with the procedures Appendix 6

8.3 Roles and responsibilities of the Governing Body

The Governors of **Mayflower Primary School** will ensure that:

The school has a child protection policy and procedures in place, and the policy is made available to parents on request and available on the school website. This can be found by logging onto:

<http://mayflower.j2webby.com>

- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL. This person is Mr. Luke Whitney (Head Teacher).
- There are two appointed deputies for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputies for child protection undertake training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training at two-yearly intervals
- The Head Teacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (minimum every 2 years and through regular updates); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. This forms part of the Induction Process and copies of relevant information is contained within the school's 'Induction Pack'
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors (or, in the absence of a chair, the vice) deals with any allegations of abuse made against the Head Teacher, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)

- The governing body, or individual governors, will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- **Mayflower Primary School** has a named 'Safeguarding Governor' who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively. This person is Mrs. Susan Wright.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education July 2015).
- Will ensure that at least 1 member of the Governing body has attend Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years.
- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority

9 Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

9.1 Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Social Care as soon as there is a significant concern

- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and updated. The school's Lead Teacher for LAC pupils is Mr. Luke Whitney (Head Teacher).
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- We will ensure that children are taught about safeguarding, including online safety. This will be part of a broad and balanced curriculum and will include relevant issues through Relationships Education, and Relationships and Sex Education.

10 Confidentiality

We recognise that all matters relating to child protection are confidential.

10.1 The Head Teacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

10.4 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, Duty & Advice Service.

11 Supporting Staff

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet 'Guidance for Safer Working Practice for Adults who work with Children and Young People 2009' & Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).⁸ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

^{8&9} <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

11.4 We recognise that DSL's should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCB

12 Allegations against staff

12.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 All staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

12.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2009, 2015 and 2020⁹

12.4 All staff will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff:-

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present.

12.7 The Head Teacher/senior leader on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures (<http://lrsrb.proceduresonline.com/chapters/contents.html>) and the School's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, LADO, without notifying the Head Teacher first. (0116 454 2440)

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

13 Whistleblowing

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. Appendix 6.

14 Our role in the prevention of abuse

14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- The curriculum will ensure that relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship education, mindfulness, e-safety and bullying.
- Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT.
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

15 Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy¹⁰ and (Revised Prevent Duty Guidance 2015¹¹), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 **Mayflower Primary School** values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in

¹⁰ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf
Counter Extremism Strategy 2015 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469171/51774_Cm9145_Final.pdf

¹¹ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. **Mayflower Primary School** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 Mayflower Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

15.5 Risk reduction

15.6 The school governors, the Head Teacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15.9 Contextual Safeguarding and other forms of abuse

15.10 Safeguarding incidents can be associated with factors outside the school and can occur between children in the wider community. All governors and staff endeavour to consider the context within which such incidents and/or behaviours occur. This is known as Contextual Safeguarding, which simply means Mayflower staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and/or welfare. Our school will provide as much information as possible as part of the referral process to Children's Social Care as necessary (KCSIE 2019). Environmental factors within Contextual Safeguarding include, but not exclusive;

15.11 County Lines

15.12 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

15.13 Common features in County Lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults, often with mental health or addiction problems, to act as drug runners or move cash so they can stay under the radar of law enforcement.

15.14 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from their home as part of the network's drug dealing business.

15.15 Serious Violence, Gang Violence and Youth Crime

15.16 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

15.17 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

15.18 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

15.19 Knife Crime

15.20 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

15.21 Child Criminal Exploitation and Cybercrime Involvement

15.22 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence

- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

15.23 Child Criminal Exploitation and Child Sexual Exploitation

15.24 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children.

15.25 Modern Slavery and Trafficking

15.26 Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

15.27 Human Trafficking

15.28 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

15.29 Peer on Peer Abuse/Peer Influence

15.30 KCSIE 2019 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse is outlined in section 18.3 of this Policy.

15.31 Children and the Court System

15.32 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

15.33 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

15.34 Children with Family Members in Prison

15.35 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

15.36 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

15.37 Approximately 200,000 children have a parent sent to prison each year and as such, Mayflower staff will support children and their family members if children from our school have family members in prison. In such cases, Mayflower Primary School will remain non judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent or carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

15.38 Homelessness

15.39 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

15.40 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

15.41 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their

needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

15.42 Furthermore, Mayflower staff also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

15.43 Safeguarding CYP is a local and national priority and within Mayflower Primary School, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could harm our children and young people;

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young people's needs
- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

15.44 As Mayflower staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2019. These are outlined in **Appendix 1**

16 Safeguarding students who are vulnerable to; Child Sexual Exploitation/Trafficking, Children using Sexually Abusive Behaviours, Forced Marriage/Honour Based Violence, Domestic Violence, Female Genital Mutilation and Child Missing From Education

16.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation, as outlined in section 17 & 18 below
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum
- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible
- Our DSL knows where to seek and get advice as necessary

- Where appropriate, Mayflower Primary School brings in experts and uses specialist material to support the work we do.
- Our school staff fully understand how to raise a concern using the appropriate channels.
- Our school staff know how to record their concerns, both minor and significant, using CPOMS
- Our school staff understand that the DSL's will consistently monitor CPOMS records and act on areas of concern in-line with the updated Safeguarding and Child Protection Policy 2018-2019

17 Child Sexual Exploitation & Trafficking

17.1 CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

17.2 Mayflower staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹² (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

17.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

17.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets¹³, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters¹⁴ that the DSL has attended.

17.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹⁵ available on the LSCB website.

17.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

17.7 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence which will be recorded within CPOMS

17.8 Grooming and Sexting can also form part of CSE both Online and Offline

17.9 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

¹² <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

¹³ <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/child-sexual-exploitation/>

¹⁴ <http://www.childrensworkforcematters.org.uk>

¹⁵ [http://lscb.proceduresonline.com/pdfs/cse_guidance.pdf#search="CSE"](http://lscb.proceduresonline.com/pdfs/cse_guidance.pdf#search=)

17.10 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation¹⁶.

Grooming Models include;

- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

17.11 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

17.12 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

Mayflower Primary School takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. We have a duty of care to inform the Police and Children's Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

17.13 Mayflower staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

17.14 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

18 Sexual Violence, Upskirting, and Sexual Harassment between Children, including Peer on Peer Abuse/Children using Abusive Behaviour (CUSAB)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and

¹⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

- Upskirting
- initiation/hazing type violence and rituals

18.1 Sexual violence and sexual harassment¹⁷ can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

18.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

18.3 Mayflower Primary School takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

18.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

18.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

18.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

18.7 Our school also refers to the LSCB procedures (Chapter 2.2)¹⁸ which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

18.8 Upskirting

18.9 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. It's often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. Mayflower staff take these types of incidents seriously and our staff are aware of the law against 'Upskirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

18.9 At Mayflower Primary School all our staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

¹⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

¹⁸http://llrscb.proceduresonline.com/chapters/p_abuse_child_yp.html?zoom_highlight=cusab

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, upskirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken

18.10 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children’s Social Care/DAS in accordance with the LSCB Referrals Procedure¹⁹ to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

19 Domestic Violence and abuse:

19.1 The cross-government definition of domestic violence and abuse is²⁰:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

19.2 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Children’s Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

19.3 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC²¹, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

19.4 If Mayflower Primary School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people’s intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

¹⁶ LSCB CUSAB Procedures - http://lscb.proceduresonline.com/chapters/p_abuse_child_vp.html#_refer

²⁰ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

²¹ <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

19.5 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Head Teacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

19.6 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

20 Child Missing From Education

20.1 A Child Missing From Education forms part of the wider LSCB procedures²² (Chapter 2.10) for children who go missing from School, Home, Care Education and includes Families who go missing.

20.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

20.3 Should a pupil go missing from Mayflower Primary School our Attendance Officer, Mrs. Letten-Miller will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

20.4 At Mayflower Primary School if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

20.5 We will notify All relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

21 Honour Based Violence

21.1 Honour-based Violence is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

21.2 HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

²² <http://llrscb.proceduresonline.com/chapters/contents.html>

22 Female Genital Mutilation

22.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

22.2 Definition of Female Genital Mutilation²³ (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on **Tuesday 27th August 2019**, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

22.3 As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at Mayflower Primary School are aware of such concerns, staff will, in the first instance, report their concerns to the DSL and/or Head Teacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Children's Social Care.

22.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

23 Forced Marriage

A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

23.1 The Governments definition of a Forced Marriage²⁴ is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

²³ Multiagency Practice Guidelines: FGM Revised April 2016 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

²⁴ <https://www.gov.uk/guidance/forced-marriage>

23.2 Mayflower Primary School staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

23.3 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

23.4 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

24 Abuse linked to faith, beliefs and culture

24.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

24.2 Whilst this is not an exhaustive list, Mayflower Primary School recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

24.3 If the school has been made aware of such a case, the school will follow LSCB procedures and where appropriate, report the incident to Children Social Care and/or the Police.

24.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

25 Early Help and Supporting Children and their Families

25.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

25.2 At Mayflower Primary School, key staff members and DSL's have attended our LSCB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

26 Bullying and Safeguarding

26.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

26.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

26.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

26.4 Mayflower Primary School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

26.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Head Teacher will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity.

27 Local Priorities

27.1 Within Leicester City, the Local Authority and LSCB has have their own priorities which reflect the area in which Mayflower Primary School is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

27.2 Within our local community area, our priorities are:

- Awareness of the PREVENT agenda/actions to address the potential for radicalisation
- Awareness of knife crime
- Awareness of online safety/grooming

- Awareness of the possibility of forced marriage
- Strategies to cope with the increased prevalence of domestic violence

27.3 Our SLT, DSL's and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

28 Private Fostering

28.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

28.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

28.2 Mayflower Primary School staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Children's Social Care, they are made aware of such cases. Our staff understand the apprehension some carers may feel in raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the carers and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

29 Online safety

29.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

29.2 Education

The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will teach children how to safe online using the government guidance²⁵ and other resources.

29.3 Filtering and monitoring

The school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

29.4 Staff training

The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

30 What we do when we are concerned about a child?

30.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

30.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

30.3 The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and
The school will review the situation after taking appropriate action to address the concerns.

30.4 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

²⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

30.5 In addition to the above, our School staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

31 Policy review

The Governing Body of our school will review the Safeguarding and Child Protection Policy annually and on occasion, more often than this, if the DSL feels this is a requirement.

32 Other Relevant Policies

Mayflower Primary School's Governing Body's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Whistleblowing Procedures

The above list is not exhaustive and when undertaking development or planning of any kind, Mayflower Primary School and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

33 Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440

Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Board (LSCB) http://www.lcitylscb.org/	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546923 07519 069833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmu@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscppcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

Useful websites and links
www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

Constant hunger;
Stealing, scavenging and/or hoarding food;
Frequent tiredness or listlessness;
Frequently dirty or unkempt;
Often poorly or inappropriately clad for the weather;
Poor school attendance or often late for school;
Poor concentration;
Affection or attention seeking behaviour;
Illnesses or injuries that are left untreated;
Failure to achieve developmental milestones, for example growth, weight;
Failure to develop intellectually or socially;
Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
The child is regularly not collected or received from school; or
The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

Multiple bruises in clusters, or of uniform shape;
Bruises that carry an imprint, such as a hand or a belt;
Bite marks;
Round burn marks;
Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
An injury that is not consistent with the account given;
Changing or different accounts of how an injury occurred;
Bald patches;

Symptoms of drug or alcohol intoxication or poisoning;
Unaccountable covering of limbs, even in hot weather;
Fear of going home or parents being contacted;
Fear of medical help;
Fear of changing for PE;
Inexplicable fear of adults or over-compliance;
Violence or aggression towards others including bullying; or
Isolation from peers.

3. 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge;
Anal or vaginal discharge, soreness or scratching;
Reluctance to go home;
Inability to concentrate, tiredness;
Refusal to communicate;
Thrush, persistent complaints of stomach disorders or pains;
Eating disorders, for example anorexia nervosa and bulimia;
Attention seeking behaviour, self-mutilation, substance abuse;
Aggressive behaviour including sexual harassment or molestation;
Unusual compliance;
Regressive behaviour, enuresis, soiling;
Frequent or open masturbation, touching others inappropriately;
Depression, withdrawal, isolation from peer group;
Reluctance to undress for PE or swimming; or
Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
Entering and/or leaving vehicles driven by unknown adults;
Possessing unexplained amounts of money, expensive clothes or other items;
Frequenting areas known for risky activities;
Being groomed or abused via the Internet and mobile technology; and
Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
Over-reaction to mistakes;
Delayed physical, mental or emotional development;
Sudden speech or sensory disorders;
Inappropriate emotional responses, fantasies;
Neurotic behaviour: rocking, banging head, regression, tics and twitches;
Self-harming, drug or solvent abuse;
Fear of parents being contacted;
Running away;
Compulsive stealing;
Appetite disorders - anorexia nervosa, bulimia; or
Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

Delay in seeking treatment that is obviously needed;
Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
Reluctance to give information or failure to mention other known relevant injuries;
Frequent presentation of minor injuries;
A persistently negative attitude towards the child;
Unrealistic expectations or constant complaints about the child;
Alcohol misuse or other drug/substance misuse;
Parents request removal of the child from home; or
Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
Not getting enough help with feeding leading to malnourishment;
Poor toileting arrangements;
Lack of stimulation;
Unjustified and/or excessive use of restraint;
Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
Unwillingness to try to learn a child's means of communication;
Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
Misappropriation of a child's finances; or
Inappropriate invasive procedures

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Head Teacher must be informed asap; if the concern is in reaction to your Head Teacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Assessment/LADO for advice and support. (see information/flow chart on page **)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview students.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures (Appendix.

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in *loco parentis*, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Head Teacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Mayflower Primary School

Whistleblowing

Policy

Reporting illegal or improper conduct

(Disclosures under the Public Interest Disclosures Act 1998)
Or concerns about safeguarding children & young people

The Governing Body of Mayflower Primary School have adopted the Local Authority Whistleblowing Policy

Policy Date:	November 2015	Version: 1.1	
Policy Review Date:	August 2019	Mr. Luke Whitney – Head Teacher	Insert Date
Ratified by Governing Body:			
Mrs. Y. Nana – Chair of Governors		Insert Signature	Insert Date

Why do we have a Whistleblowing Policy?

Employers are recommended to develop a clear and accessible Whistleblowing Policy under the Public Interest Disclosure Act 1998.

Such a Policy is valuable as, although Schools/Colleges pride themselves on acting with high standards of conduct and providing quality services to the community, sometimes there may be a lapse, or the suspicion of a lapse, in these standards. The simple fact is that an employee may suspect something is going wrong long before anyone else finds out about it: in the worst case, this may not be until an accident has happened or serious damage has been caused.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away. It is natural that you may feel unable to express your concerns out of a feeling of disloyalty, however, such feelings must never result in a potentially illegal or dangerous situation going unreported. This particularly applies where the welfare of children may be at risk: all staff have a duty to report any child protection concerns to their school's designated person for child protection - make sure you know their name. Remember, it is often the most vulnerable children or young people who are targeted: they need someone like you to safeguard their welfare.

Don't think "what if I'm wrong?" - think "what if I'm right?"

What is a Whistleblowing Policy?

'Whistleblowing' has been described as "providing a safe alternative to silence" (Public Concern at Work). It is the mechanism for you to voice your concerns without fear of repercussion, even if the concern later proves to be unfounded. When you raise a concern via this route, this is known as making a 'disclosure'.

The Whistleblowing Policy explains how to raise a concern and outlines the protection and support available to you. The existence of this Policy does not in any way lessen your School's commitment to promoting a general climate of openness and co-operation where there is opportunity for discussion about difficulties, concerns and problems with management. Rather it is there for occasions when you feel unable to raise a concern through this route, or when this would not be appropriate.

The Policy covers and protects employees, agency workers, trainees and contractors' staff. Please take a few minutes to read it: if you have any questions please speak to your Manager/Head Teacher or HR Advisor.

The existence of this Policy should be highlighted on a poster in every school staffroom (an example is provided at [Appendix 3](#)). For easy reference, an electronic version of this Policy is available on the Extranet under Human Resources/ HR Model Policies and Procedures.

The Whistleblowing Policy is one of a range of HR Policies and Procedures available to Leicester City Schools. Allegations raised under this Policy may be referred at the appropriate stage for consideration under the appropriate separate procedures.

Whistleblowing generally involves a concern about a danger or illegality that affects others, such as members of the public or your employer. Although on occasion there may be some overlap between a whistleblowing concern and a grievance, for example, a health and safety matter where the risk affects you and others, concerns about a situation affecting you personally should generally be raised via the Grievance Procedure.

What Kind of Disclosures are Covered?

Although this is not an exhaustive list, whistle-blowing disclosures tend to involve one or more of the following:

- Deficiencies in the care, or abuse, of children or young people;

- A criminal act that has been, is being, or is likely to be committed, including damage to the environment, unauthorised use of public funds and possible fraud and/or corruption;
- Someone has failed, is failing, or is likely to fail, to comply with legal obligations;
- Health and safety risks, including risks to the public, children/young people and other employees;
- Inappropriate or improper conduct;
- Serious failure to comply with appropriate professional standards;
- Breach of local procedures or statutory codes of practice;
- Other unethical conduct.

Reasons for Whistleblowing:

- We all have an individual responsibility for raising concerns about unacceptable practice or behaviour;
- We could prevent the problem worsening or widening;
- We may be able to protect or reduce risks to others;
- To prevent becoming implicated yourself.

What stops people from Whistleblowing?

- Starting a chain of events which spirals;
- Disrupting the work or project;
- Fear of getting it wrong;
- Fear of repercussions or damaging careers;
- Fear of not being believed.

How to raise a concern:

- You are recommended to approach your Trade Union/Professional Association for advice and support, which may include inviting them to raise the concern on your behalf.
- Approach your immediate manager, Head Teacher, or your School's designated person for Child Protection (if the concern is child protection related). If you would feel more comfortable you can ask to meet with them away from the School premises. They will consider whether the issue can be resolved informally.
- You should be making the disclosure in good faith. The Public Interest Disclosure Act 1998 defines 'good faith' in the context of Whistleblowing as "the reasonable belief that the allegation is substantially true and that it is not made for personal gain".
- Voice your concerns, suspicions or uneasiness as soon as you can: the earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.
- Ideally put your concerns in writing (using the form provided at [Appendix 2](#)), outlining the background and history, giving names, dates and places where you can.
- If your concern is about your immediate manager/Head Teacher, or you feel you need to formally raise it with someone outside the school, contact the Local Authority Investigations Team on 2527415 (24 hours) or via email at investigations@leicester.gov.uk. Details of the disclosure will be presented to the 'Monitoring Officer' (or his/her representative) for consideration. The Monitoring Officer will take any necessary urgent action and, taking account of the circumstances and any evidence, determine how to respond to the disclosure (see "What happens next?"). The Monitoring Officer is currently the Service Director for Legal Services.
- If you feel you need to take your concern to a Regulatory body (for example, Ofsted), or to a relevant external organisation/individual (including an elected member/Member

of Parliament), please see the contact details at [Appendix 4](#). The conditions for making a disclosure to a Regulatory Body/External Organisation are:

- You reasonably believe you would suffer detriment if you made the disclosure to your Head Teacher, the Local Authority, or to a regulator; or
 - You reasonably believe the evidence is likely to be concealed or destroyed; or
 - You have already made the disclosure to your Head Teacher or the Local Authority and you are dissatisfied with the response.
- The Local Authority is actively pursuing the possibility of including in this Policy the provision to place disclosures before a committee of elected members if an individual is dissatisfied with the response from their Head Teacher or the Local Authority.
 - You are not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.
 - You may invite your Trade Union/Professional Association representative or a work colleague to be present during any meetings/interviews in connection with the concerns you have raised. Should your Trade Union/Professional Association representative raise the concern on your behalf, they will be automatically afforded the same protection from detriment (see “How are you protected?”)
 - As far as is within your control, make sure you get a satisfactory response - don't let matters rest.
 - Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect you.
 - **Be aware that malicious or vexatious allegations may be considered as a disciplinary offence.** The Concise Oxford Dictionary (Tenth Edition) defines ‘malicious’ as “characterised by malice; intending to do harm” and ‘vexatious’ as “Law (of an action) brought without sufficient grounds for winning, purely to cause annoyance to the defendant”. Such allegations can cause serious difficulties for innocent individuals. The Public Interest Disclosure Act 1998 does not exclude the possibility of workers being sued by individuals for defamation in connection with any disclosures they make.

This process is summarised as a Flowchart at [Appendix 1](#).

What happens next?

- Preliminary inquiries may be made to help decide how best to respond in the public interest. Depending on the nature of the issue raised, the response may be one or more of the following:
 - management investigation;
 - internal audit investigation;
 - disciplinary investigation;
 - referral for consideration under another Council procedure;
 - referral to the police;
 - referral to the District Auditor;
 - an independent investigation;
 - amend procedures;

- no action due to lack of sufficient evidence.
- You should be given information on how the matter is likely to be dealt with within 10 working days of making the disclosure (so far as legally possible and subject to rights of confidentiality).
- You will be informed of the outcome of the investigation and any action that has been taken to resolve the matter (so far as legally possible and subject to rights of confidentiality).
- If you are dissatisfied with the response, you may take the matter further with the Local Authority Investigations Team or the persons/organisations identified at [Appendix 4](#).

How are you protected?

- Your employer has a responsibility to protect you from any detriment as a result of making a disclosure in good faith, particularly from disciplinary action, dismissal, harassment or victimisation. Fulfilling that responsibility includes treating the disclosure confidentially, one aspect of which may involve protecting your identity. Any victimisation or harassment either in an attempt to deter an individual from making a disclosure, or following a disclosure, will be considered gross misconduct and may lead to dismissal.
- No disciplinary action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- If you want your identity to remain confidential, this will be observed as far as possible. Should it not be possible to resolve a concern without revealing your identity (for example, because your evidence is needed in court or in a subsequent internal disciplinary hearing), a discussion will be held with you about whether the matter should be taken forward and, if so, how this will be done and how to best protect your interests.
- Anonymous disclosures will be considered to the extent that it is reasonable and practicable to do so, although the need to confirm or follow up evidence may make this difficult.
- The decision to Whistleblow can be difficult and stressful: advice and support is available from your line manager/Head Teacher and/or your Trade Union/Professional Association. In addition, support is available from the Local Authority's Counselling Service Provider.
- It is your right to remain in your current post. Your employer (usually the Local Authority) will work with school management to make every possible effort to ensure that this takes place. If you feel unable to remain in your role during the investigation, every effort will be made to transfer you to an appropriate alternative.

What is the Local Authority Monitoring Officer Responsible for?

The Monitoring Officer will be responsible for:

- Confirming representatives who will be responsible for actions as outlined in this Policy
- Ensuring records of all disclosures are made and their outcomes recorded and reporting as appropriate and necessary to relevant Directors, the Directors Board and Members.

How will this Policy be Reviewed?

This Policy will be reviewed for fitness for purpose after each Whistleblowing case. This review will take place with the involvement of the appropriate Trade Unions and Professional Associations.

Where can I go for further advice?

Your Trade Union/Professional Association. In addition, the independent charity Public Concern at Work (PCaW) provides advice to individuals on whistleblowing in the public interest on a strictly confidential basis (www.pcaw.co.uk / 020 7404 6609).

"Absolutely without fail challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

-“Sounding the Alarm” – Barnardos

APPENDIX 1 - THE WHISTLEBLOWING PROCESS

Stage 1- Making a disclosure

Approach your Manager, Headteacher, designated person for Child Protection or the Local Authority Investigations Team and share your concerns. You can do this verbally or in writing.

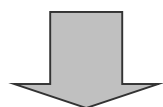
You may be asked to consider making a written or verbal statement. In such cases, a brief summary of the interview will be made and agreed by both parties.

Please see the Whistleblowing Policy for details of further contacts should you feel unable to discuss your concerns with the above parties (or feel that the response from these parties is insufficient)



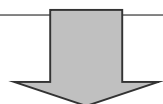
Stage 2 – Initial Response to the Disclosure

Consideration will be given as to what action will be taken as a result of the disclosure. You will be notified of the intended response and the reasons for it.



Stage 3 – Launch a Management Investigation

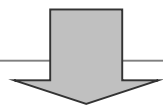
Where a Management Investigation is deemed necessary, a senior manager will be appointed as an investigating officer.



Stage 4 – Deciding whether further action is necessary

On the strength of the information provided by the investigation, further action may be necessary:

- If there is a case to be answered by any individual, the recognised procedure will be followed;
- Where there is no case to answer, but the concern was raised in good faith and in accordance with the Whistleblowing policy, the school will ensure as far as is reasonably practicable that you suffer no reprisals or victimisation;
- Where it is established that the allegations were malicious/vexatious or you have not acted in accordance with the Whistleblowing policy, disciplinary action may be taken.



Stage 5 - Confirmation of the Outcome

You will be informed of the outcome of the investigation and any appropriate action taken to resolve the matter, subject to any confidentiality clause and/or legal constraints. If you are dissatisfied with this response you may take the matter further with the prescribed persons or organisations identified in the Whistleblowing Policy.

APPENDIX 2 - WHISTLE BLOWING POLICY - REPORTING FORM

Referral Form to be completed by Individual identifying a concern under the Public Interest Disclosure Act 1998

DETAILS OF PERSON RAISING CONCERNS AND ISSUE RAISED

Nature of Concern:

Background (please provide dates where possible) :

Who is involved?

Reasons for the concern:

Name :

Date (dd/mm/yy) : / /

Contact No.

Time (mm:hh) : :

Meeting Date (dd/mm/yy): / / Time (mm:hh): :

INVESTIGATION OF CONCERN

Concern Received By:	Investigations Audit Team : HR :
----------------------	---

Action :

Signature:.....

Time: (mm:hh): :

ADDITIONAL INFORMATION

Comments/Additional information:

Silence isn't always golden...

Although we all pride ourselves on having high standards of conduct and providing quality services to the community, sometimes you may become aware of a lapse, or suspected lapse, in these standards.

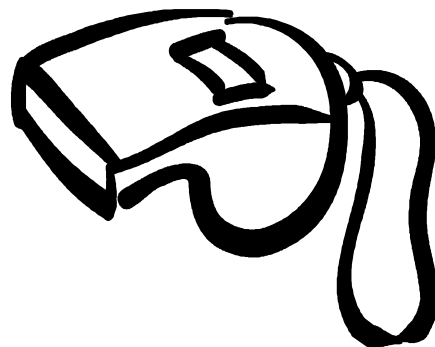
The simple fact is that you may suspect something is going wrong long before anyone else finds out about it.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away.

The Whistleblowing Policy is available from Human Resources or on the Extranet under Human Resources / HR Model Policies and Procedures.

Your Trade Union/Professional Association is available to provide you with advice and support.

Don't think “what if I'm wrong?” - think “what if I'm right?”



APPENDIX 4 - LIST OF PRESCRIBED PERSONS FOR EXTERNAL PUBLIC INTEREST DISCLOSURES

Ofsted

Can deal with referrals re: concerns about any service for children and young people.

Royal
St
Manchester
M2 7LA

Exchange
Ann's

Buildings
Square

Tel: 08456 014772 (08.00 to 18.00)

Audit Commission for England/Wales (inc. auditors appointed by the Commission)

Can deal with referrals re: the proper conduct of public business, value for money, fraud and corruption in local government and the health service.

1 Vincent Square
London
SW1P 2PN

Tel: 020 7630 1019 / Audit Commission Public Interest Disclosure
Hotline: 020 74046609

Charity Commissioners for England and Wales

Can deal with referrals re: the proper administration of charities, or funds given or held for charitable purposes.

Head of Operations
2nd Floor 20 Kings Parade
Queens Dock
Liverpool
L3 4DQ

Tel: 0870 3330123 Fax: 0151 703 1556

Her Majesty's Commissioners of Customs and Excise

Can deal with referrals re: Value Added Tax, insurance premium tax, excise duties and landfill tax. The import and export of prohibited or restricted goods.

HM Customs and Excise
Customs Confidential
Freepost
SEA 9391 PO Box 100
Gravesend
Kent

DA12 2BR

Tel: 0800 595000/Email: customs.confidential@hmce.gov.uk

The Certification Officer

Can deal with referrals re: fraud, and other irregularities relating to the financial affairs of trade unions and employers' associations.

Brandon House 180 Borough High Street
London
SE1 1LW

Tel: 020 7210 3734/3735 Fax: 020 7210 3612

Her Majesty's Commissioners of the Inland Revenue

Can deal with referrals re: Income Tax, Corporation Tax, Capital Gains Tax, Petroleum Revenue Tax, Inheritance Tax, Stamp Duties, National Insurance Contributions, Statutory Maternity Pay, Statutory Sick Pay, Tax Credits, Child Benefits, Collection of Student Loans and the enforcement of the National Minimum Wage.

Inland Revenue
West Wing
Somerset House
London WC2 1LB

Comptroller and Auditor General of the National Audit Office

Can deal with referrals re: the proper conduct of public business, value for money, fraud and corruption in relation to the provision of centrally funded public services

The Comptroller and Auditor
General National Audit Office

157-197 Buckingham Palace Road
Victoria
London
SW1W 9SP

Tel: 020 7798 7999

Director General of Electricity Supply

Can deal with referrals re: the generation, transmission, distribution and supply of electricity and activities ancillary to these matters

Office of Electricity Regulation
Hagley House
Hagley Road
Birmingham
B16 8QG

Tel: 0121 456 2100 Fax: 0121 4564664.

Director General of Gas Supply

Deals with referrals re: the transportation, shipping and supply of gas through pipes and activities ancillary to these matters.

Office of Gas Supply
Stockley House
130 Wilton Road
London
SW1V 1LQ

Tel: 020 7828 0898 Fax: 020 7932 1600

Director General of Telecommunications

Can deal with referrals re: provision/use of telecommunication systems/services & apparatus.

Office of Telecommunications
50 Ludgate Hill
London
EC4M 7JJ

Tel: 020 7634 8700 Fax: 020 7634 8845

Director General of Water Services

Can deal with referrals re: the supply of water and the provision of sewerage services.

Office of Water Services Centre
City Tower 7 Hill Street
Birmingham
B5 4UA

Tel: 0121 625 1300 Fax: 0121 625 1400

Serious Fraud Office

Can deal with referrals re: serious or complex fraud.

The Director of the Serious Fraud Office
Elm House 10-16 Elm Street
London
WC1X 0BJ

Tel: 020 7239 7272 Fax: 020 7837 1689

The Environment Agency

Can deal with referrals re: acts/omissions which have an actual or potential effect on the environment or the management or regulation of the environment, including pollution, abstraction of water, flooding, the flow of rivers, inland fisheries and migratory salmon or trout.

Rio House Waterside Drive Aztec West
Almondsbury
Bristol
BS12 4UD

Tel: 0800 807060 (24 hour line) Fax: 01454 624409

Food Standards Agency

Can deal with referrals re: matters which may affect the health of any member of the public in relation to the consumption of food and other matters concerning the protection of the interests of consumers in relation to food

Personnel and Establishments Division
Food Standards Agency
Room 111C Aviation House

125 Kingsway
London
WC2B 6NH

Tel: 020 7276 8120 Fax: 020 7276 8132

Financial Services Authority (FSA)

Can deal with referrals re: The carrying on of investment or insurance business, the operation of: banks and building societies, deposit-taking businesses, wholesale money market regimes, friendly societies, benevolent societies, working men's clubs, specially authorised societies and industrial and provident societies, the functioning of financial markets, investment exchanges and clearing houses. Money laundering, financial crime, and other serious financial misconduct in connection with activities regulated by the FSA.

25 The North Colonnade
Canary Wharf
London
E14 5HS

Tel: 020 7676 4646 / Email: whistle@fsa.gov.uk

General Social Care Council (GSCC)

Can deal with referrals re: matters relating to the registration of social care workers under the Care Standards Act 2000.

Goldings House
2 Hays Lane
London
SE1 2HB

Tel: 020 7397 5100 / Website: www.gsccl.org.uk.

Health and Safety Executive (HSE)

Can deal with referrals re: matters which may affect the health or safety of any individual at work; matters which may affect the health and safety of any member of the public arising out of, or in connection with, the activities of persons at work

Health and Safety Executive Information Centre
Broad Lane
Sheffield
S3 7HQ

Tel: 0541 545500 (HSE infoline) Fax: 0114 289 2333

Housing Corporation

Can deal with referrals re: registration and operation of registered social landlords, including their administration of public and private funds and management of their housing stock.

Assistant Director Supervision
Housing Corporation
149 Tottenham Court Road
London
W1T 7BN

Tel: 020 7393 2000

Information Commissioner

Can deal with referrals re: compliance with the requirements of legislation relating to data protection and freedom of information*

(*Data protection legislation regulates the processing of information relating to individuals, including the obtaining, holding, use or disclosure of such information)

(*Freedom of information legislation provides for the disclosure by public authorities of the information that they hold)

The Office of the Information Commissioner
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545700 / Email: mail@ico.gsi.gov.uk

Leicestershire Constabulary

Can deal with referrals re: information about any crime.

Force
St
Enderby

Headquarters
Johns

Leicester
LE19 2BX

Tel: 0116 222 2222

Commission for Social Care Inspection (CSCI)

Can deal with referrals re: matters relating to the provision of regulated care services, as defined in the Care Standards Act 2000

The Customer Service Manager
Commission for Social Care Inspection
St Nicholas Building
St Nicholas Street
Newcastle
NE1 1NB

Tel: 0191 233 3556 / Email: enquiries@csci.gsi.gov.uk

The Occupational Pensions Regulatory Authority

Can deal with referrals re: matters relating to occupational pension schemes and other private pension arrangements.

Invicta House
Trafalgar Place
Brighton
BN1 4DW

Tel: 01273 627600 / E-mail: helpdesk@opra.gov.uk

Office of Fair Trading

Can deal with referrals re: matters concerning the sale of goods or the supply of services, which adversely affect the interests of consumers or competition affecting markets in the UK.

Fleetbank House
2-6 Salisbury Square
London
EC4Y 8JX

Tel: 020 7211 8000 Fax: 020 7211 8800

Standards Board for England

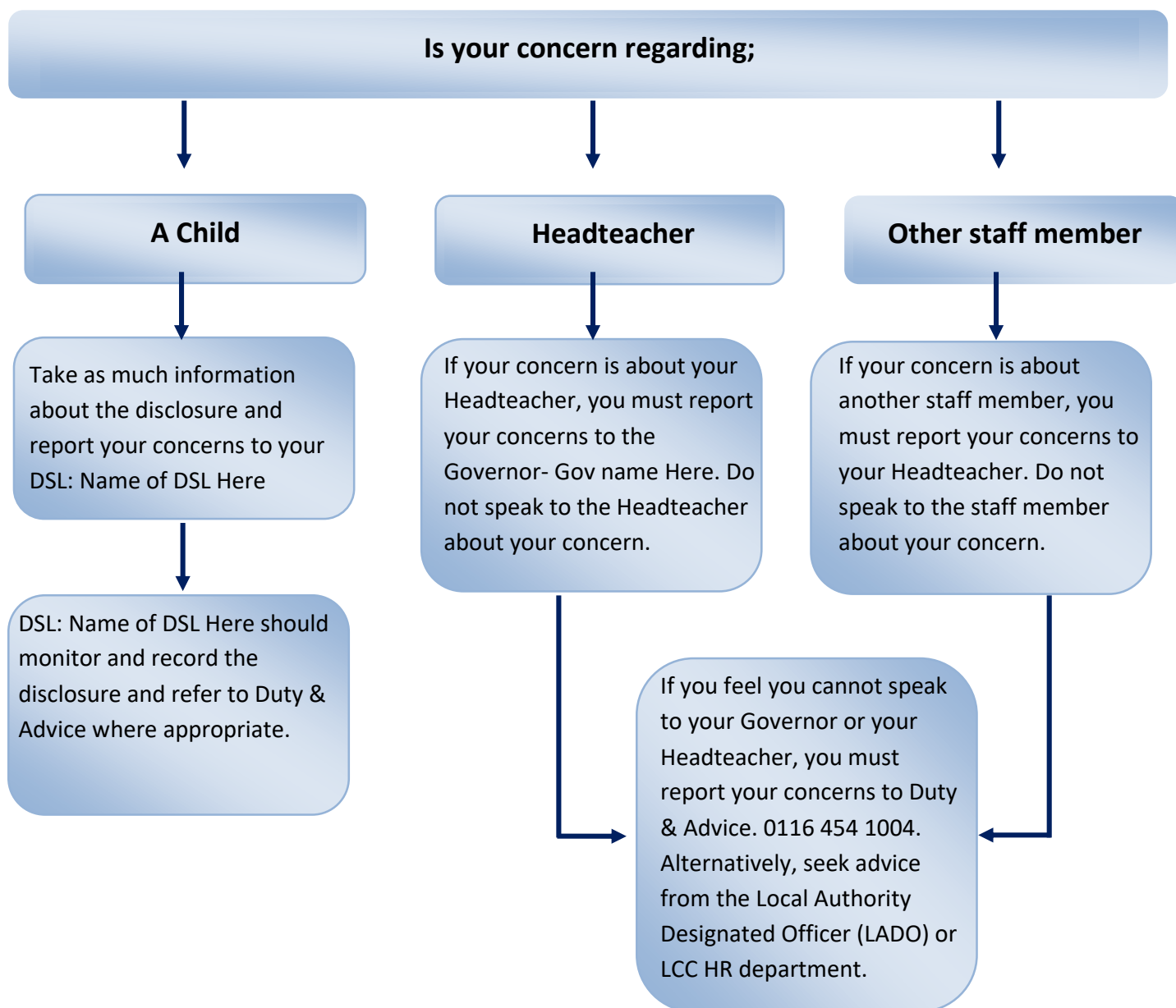
Can deal with referrals re: breaches by a member/co-opted member of relevant authority (as defined in section 49(6) of the Local Government Act 2000) of that authority's code of conduct

1st Floor Cottons Centre
Cottons Lane
London SE1 2QL

Tel: 0845 078 8181.

Public Interest Disclosure Act 1998 (whistleblowing) protects workers in private, public and voluntary organisations, if in the public interest they blow the whistle on wrongdoing.

If you want to raise a concern in your school/college and wish to whistle blow for wrongdoing, in the first instance, use the following diagram for guidance;



Contact Numbers both internal and external to School:

Head Teacher

Mr L. Whitney

Tel: 0116 2737504

Chair of Governors

Mrs. Y. Nana

Tel: 0116 2737504 (The school office will forward your contact details)

Safeguarding Governor

Mrs. S Wright

Tel: 0116 2737504 (The school office will forward your contact details)

Designate Safeguarding Lead (s)

Mr. L. Whitney	Head Teacher	0116 2737504
Mrs. H Boydon	Deputy Head	0116 2736504
Mrs. F. Mulla and Mrs. J. Letten-Miller	Administrative Assistants	0116 2737504

Safeguarding Children's Unit

0116 454 2440

LCC Duty & Advice (includes out of hours)

0116 454 1004

Safeguarding in Education

0116 454 2440

Safeguardineducation@leicester.gov.uk

Local Authority Designated Officer (LADO)

0116 454 2440

SAFE Project (DV Support)

0300 123 0918

Forced Marriage Unit

Telephone: +44 (0) 20 7008 0151

Email: fmufco.gov.uk

Email for outreach work: fmufcooutreach.gov.uk

Prevent Coordinator Leicester - Will Baldet

07403 727727

