

# Child Protection Policy



CHAMBERLAYNE COLLEGE FOR THE ARTS  
Expect More. Achieve More.

| Owner | Policy Type       | Approved by | Date approved | Next review date |
|-------|-------------------|-------------|---------------|------------------|
| BTO   | Model with amends | FGB         | June 2021     | May 2022         |



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# Child Protection Policy, Procedures and Guidance

## Purpose

1. The purpose of this policy is to:

- provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

## Legal context

There are several acts of parliament and guidance that are pertinent to the Child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that Teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.

There is also Section 175 of the Education Act 2002 which clearly states that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school." this includes independent schools and academies under section 157 of this Act.

## Further guidance

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2019](#)
- [Disqualification under the Childcare Act 2006, 2018](#)
- [Working Together 2018](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges 2018](#)
  - [Searching, screening and confiscation guidance 2018](#)

Governing bodies and proprietors should be aware that the DfE has published detailed advice to support schools and colleges and this should be followed when developing policy and process for your own school. The advice is available in the links above as well as on [www.dfe.gov.uk](http://www.dfe.gov.uk). Guidance is also provided in the "SCC Guidance for developing safeguarding policies in education" January 2020. The child protection policy and procedures should be developed with awareness of local processes and procedures and wider safeguarding issues.

## Scope

2. The policy relates to all staff, volunteers and governors of Chamberlayne College for the Arts, and provides them with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in



our care. It should be read in conjunction with our wider safeguarding policy which can be found at: <https://www.chamberlayne.org/key-info>

The policy effectiveness is regularly monitored by identified Designated Safeguard Lead/s and additionally by the nominated governor/s responsible for safeguarding.

## Definitions

3. Within this document a number of phrases are used which can be explained:

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to students of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the Schools and Education Guidance for developing Safeguarding Policies document. See Annex 8.
- **DSL** is the Designated Safeguarding Lead, a specially trained member of the senior leadership team, or their deputy trained to the same standard.

## Policy statement

4. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
5. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
6. We maintain an attitude of “it could happen here” where safeguarding is concerned.
7. As a school we will educate and encourage students to keep safe through:
  - The content of the curriculum
  - A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
  - Ensuring that robust, regularly monitored systems are in place to recognise, report and support any concerns regarding children’s safety.

## Section 1: Principles and Values

8. Children have a right to feel secure and cannot learn effectively unless they do so.
9. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
10. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.



11. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
12. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

### Leadership and Management

13. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
14. In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.
15. The DSL is Assistant Headteacher, Billy Toone supported by, Emma Church, Designated Safeguard Lead. There is a nominated governor, Phil Hand, who will receive reports of allegations against the Head teacher and act on the behalf of the governing body
16. As an employer we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015.

### Training

17. All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate training to all new staff post commencement. All staff sign a training register to acknowledge they have attended/read and understood the training. All staff understand this holds them accountable to ensuring they follow appropriate policy and precedures within our school and that it is their responsibility to ask for advice or clarification if unsure about any safeguarding related issue.
18. The DSL will attend annual training with regular updates to enable to enable them to fulfil their role (based on KCSiE 2016 guidance).
19. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

### Referral

20. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Southampton MASH or children's social care if a child is open to them to discuss. If the DSL is not available or there are immediate concerns, the staff member will refer directly, by taking advice through MASH and informing the head teacher, unless the information is an allegation against the head teacher.
21. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate. Notification may not be made if it judged in the child's best interests to not do so, schools should record who made this decision, when and the reason for the decision within its own recording systems.

***N.B. The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police.***



## Confidentiality

22. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working Together 2018' guidance.
23. Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who 'need to know' in the best interests of the child.
24. Information may need to be established with other professionals especially in the case of welfare concerns for children not open to children's services to determine the appropriate case of action, meeting of thresholds or escalation. For example, our DSL may contact a GP to determine if they hold any safeguarding concerns, or understand any health issues that may be affecting attendance and schools regular sight of a pupil. Parents may be asked to give consent for the school to speak to the GP, if the concern is a safeguarding matter the school can contact without contacting the parent for consent. If this occurs we will record who made the decision to take this action, when and why in the schools confidential recording systems
25. All staff are aware that they cannot promise a child to keep a disclosure confidential.

## Dealing with allegations against staff

**25.** If a concern is raised about the practice or behaviour of a member of staff this information will be written down with clear details if possible of what happened, where and when. This will be recorded and passed directly to the Head teacher, Mr N S Giles. The Local Authority Designated Officer (LADO) will be contacted and the relevant guidance will be followed

### Jemma Swann

- Phone: 02380 382693
- E-mail: [LADO@Southampton.gov.uk](mailto:LADO@Southampton.gov.uk)

**26.** If the allegation is against the Head teacher, the person receiving the allegation will contact the LADO or nominated governor for dealing with allegations against the head teacher directly.

## Dealing with allegations against students

**27.** If a concern is raised that there is an allegation of a student abusing another student within the school, the 'dealing with allegations against students' guidance will be followed (Annex 6). A report will be made to the DSL, without delay as per other disclosures. Depending on the allegation it may be necessary to use the guidance "[Sexual Violence and Sexual Harassment between Children in Schools and Colleges - GOV.UK](#)". See additional information set out the following section

**28.** Where allegations are made between pupils that would be of a safeguarding nature the school will ensure that information is recorded using the same procedures for taking disclosures. The DSL will be informed without delay and will determine next steps.

## Section 2: Roles and responsibilities within Chamberlayne College for the Arts

### Staff responsibilities

28. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:
  - Establish and maintain an environment where children feel secure, are encouraged to discuss concerns and are listened to.



- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems, and also know where else they might be able to draw upon reliable advice appropriate to their age and development, especially when out of school.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training at least annually, in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these directly to the DSL without delay as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures (Annex 5).
- Follow the procedures set out by the Southampton Childrens Safeguarding Partnership Partnership guidance and take account of guidance issued by the DfE.
- Support students in line with their child protection plan – e.g. child protection plan, medical individual health plan.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
- Know what to do if you need to report a concern out of school hours, including holiday time.
- Treat information with sensitivity, confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support students and provide early help as required.

#### Senior management team responsibilities:

- Contribute to inter-agency working in line with guidance (working together 2015)
- Provide a co-ordinated offer of internal support or referral early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or students with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC).

#### Governing body responsibilities

- The school has effective safeguarding policies & procedures including a child protection policy and a staff behaviour policy and processes for children who go missing from education.
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self evaluation tool or other means.
- Recruitment, selection and induction is able to be evidence as following safer recruitment practice.



- Allegations against staff are dealt with by the Head teacher.
- A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description
- A nominated member/members have responsibility for monitoring safeguarding whilst it is a duty for all governors to take account of safeguarding in their duty as a governor.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by governors.
- Staff have been trained appropriately and this is updated in line with guidance at least annually, updated by bulletin, staff meeting or other method as required.
- Ensure that the DSL can provide an accurate record of all staff training and records of staff understanding the content.
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for allegations against the Head teacher.

DSL responsibilities *(to be read in conjunction with DSL role description in KCSiE 2019)*

**In this school the DSL is Billy Toone**  
**The deputy DSL is Emma Church**

29. In addition to the role of staff and senior management team the DSL will

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this every two years. By attending the initial DSL role specific training and then demonstrating evidence of continuing professional development thereafter with regular updates atleast annually.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure staff and pupils know how to refer concerns appropriately out of hours and during holidays, and pupils know where to get help during these times – age appropriate
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities, a record of attendance and understanding is kept and staff know to ask if unclear or unsure at any point
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main student file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from student files) when a child transfers school in accordance with GDPR, Data Protection Act and associated guidance.
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed in accordance with GDPR, Data Protection Act and associated guidance.
- Link with the LSCB and SCC to make sure staff are aware of training opportunities and the latest local and national policies on safeguarding



- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Ensure there is a robust risk assessment process for the checking of adults wishing to volunteer which includes checking if the adult is prohibited from working in childcare or with children in any way, and may include additional checks for example in line with people working in regulated activity if that applies to the volunteering role

### Section 3: Chamberlayne College for the Arts child protection procedures

#### Overview

30. The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. Adults visiting and volunteers at the school will be made aware of the schools procedures and the expectation they will follow them.
31. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.
32. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

#### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

33. Make an initial record of the information
34. Report it to the DSL, Deputy DSL or Head teacher immediately
35. The DSL or Head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Head teacher are not immediately available (see point 8 below)
36. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
- Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries
  - Information given by the child / adult
  - What action was taken
  - Any actual words or phrases used by the child.
37. The records must be signed and dated by the author. Then stored securely as per school procedure.

#### **Following a report of concerns from a member of staff, the DSL must:**

38. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to MASH/police/social worker if case open.
39. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MASH. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
40. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of:
- a. the known facts
  - b. any suspicions or allegations

c. whether or not there has been any contact with the child's family.

41. If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.
42. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
43. The DSL must confirm any referrals in writing to the MASH, within 24 hours, including the actions that have been taken. The written referral should be made using the MASH referral form which will provide children's social care with the supplementary information required about the child and family's circumstances.
44. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.
45. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
46. When a student is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Head teacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

## Management

47. Where a member of staff is not compliant regarding the safeguarding of pupils and does not follow the guidelines laid out in this policy, disciplinary action may be considered in accordance with the college disciplinary procedures.
48. Staff concerns regarding the practice of another in relation to child protection or responsibilities set out within this policy or wider safeguarding responsibilities is to be reported to the DSL in the first instance. When concerns are in relation to a member of staff within the school then the whistleblowing process may be followed.

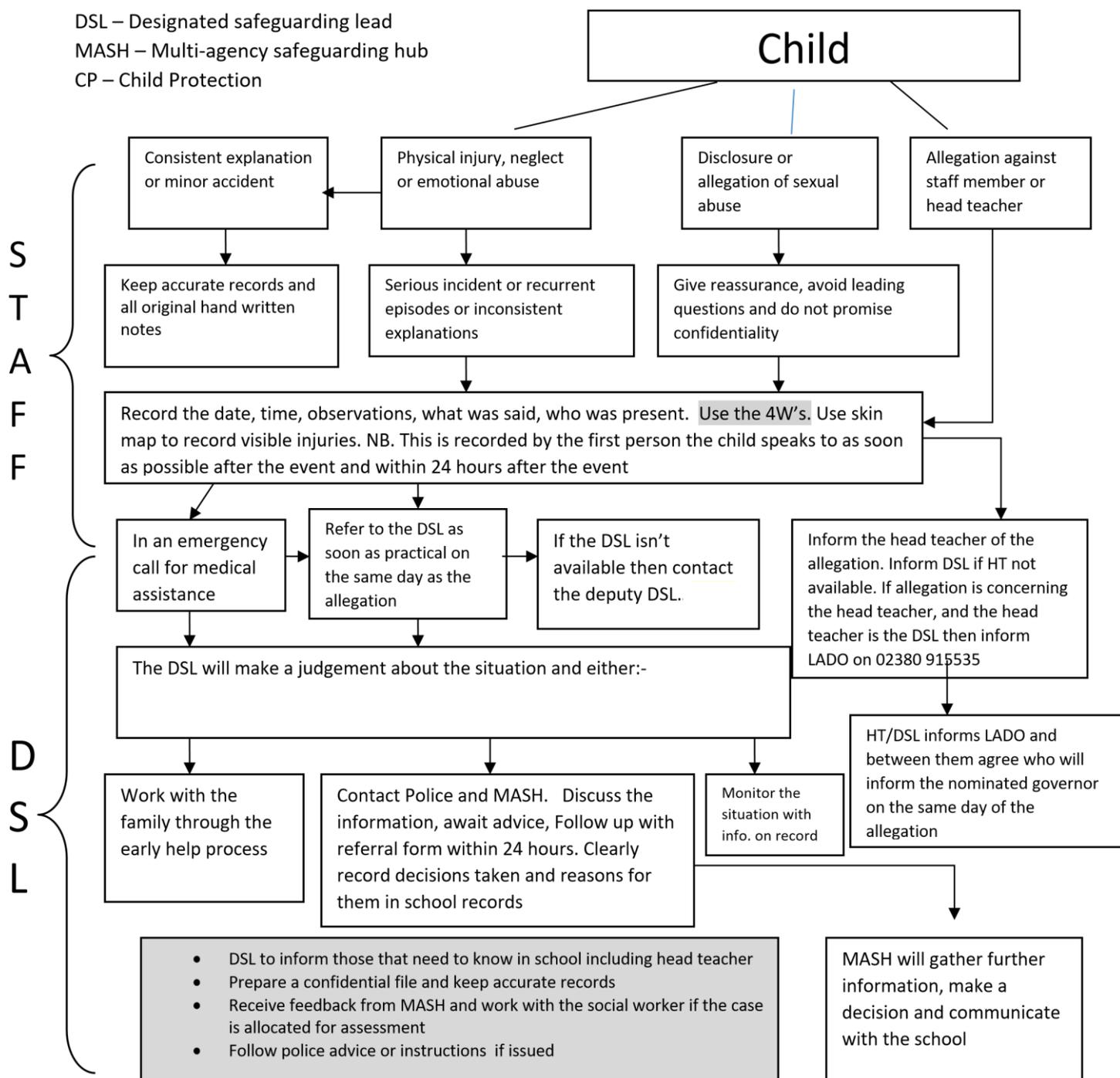
## Governance

49. As a school, we review this policy at least annually in line with Department of Education, SSCP and SCC and other relevant statutory guidance together with our wider safeguarding policy.
50. The policy in practice is monitored by the safeguarding governor in partnership with the DSL so the governing body can be assured of effectiveness of this policy in practice.
51. The governing body ensures that staff at the school understand when and how the school or SCC whistleblowing policies could be used if required by employees. It identifies for staff how whistleblowing is different to raising a grievance.

[https://www.southampton.gov.uk/images/whistleblowing-\(duty-to-act\)-policy\\_tcm63405861.pdf](https://www.southampton.gov.uk/images/whistleblowing-(duty-to-act)-policy_tcm63405861.pdf)



## Annex 1: Flowchart for child protection procedures



## Annex 2: Recording Form

### Recording Form

|   |  |              |  |
|---|--|--------------|--|
| <b>Child's name:</b>  |  |              |  |
| <b>Date and time of disclosure</b>                                |  | <b>D.O.B</b> |  |
| <b>Name and role of person raising concern/taking disclosure:</b> |  |              |  |

| <b>Details of concern</b><br>(who? What? Where? When? Any factual, observable behaviours when disclosing? use child's exact words) |                             |  |                          |
|--|-----------------------------|--|--------------------------|
|  |                             |  |                          |
| <b>Actions taken</b>   |                             |  |                          |
| <b>Date and time</b>   | <b>Person taking action</b> | <b>Action taken/decision made and reasons for it</b> | <b>Outcome of action</b> |
|  |                             |  |                          |

**Name of person completing record:** \_\_\_\_\_ **Role:** \_\_\_\_\_



**Staff involved:****Date information shared (if different from above):****Date information recorded for file (if different from above):**

## Annex 3: Body Map

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

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

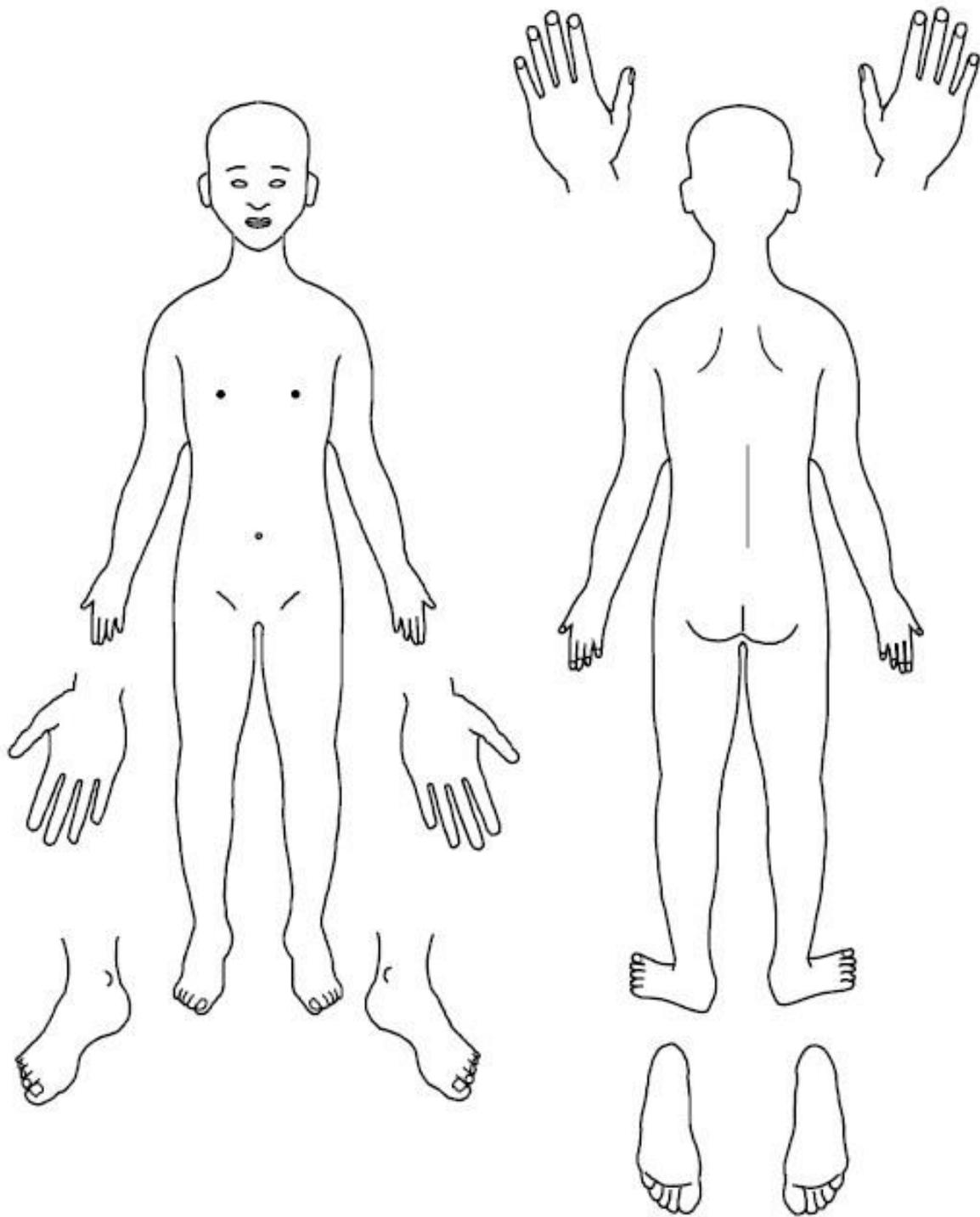
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

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

A copy of the body map should be kept on the child's concern/confidential file.

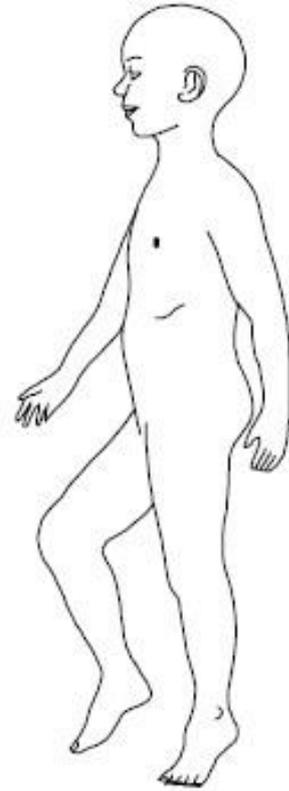
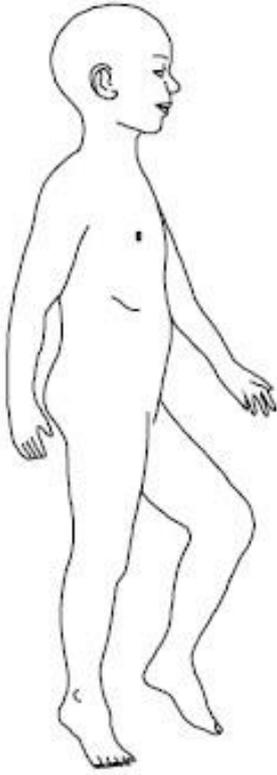




Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

Tickleford Drive, Southampton, SO19 9QP

Headteacher: Mr N. S. Giles BA (Hons)

tel: 023 8044 7820

email: [info@chamberlayne.org](mailto:info@chamberlayne.org)



## Annex 4: Dealing with disclosures

### Dealing with disclosures

#### All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home

#### Guiding principles for staff:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure the pupil e.g. you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it Im going to go and speak to x as they will know what we should do now"
- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff
- Share concerns with the designated safeguarding lead as soon as possible



- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be made
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.

#### Helpful notes:

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

#### After decisions and referral:

##### Review (led by DSL)

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

#### What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy or whistleblowing policies.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.



## Annex 5: Allegations against staff

### Allegations against staff

#### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Head teacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from Education Personnel Services in following procedures set out in 'Keeping Children Safe in Education' (2019) and the SCSP and HIPS procedures.



# Annex 6: Managing allegations against other students: Policy and procedure

## Managing allegations against other students

### Policy & procedure

DfE guidance Keeping Children Safe in Education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

### The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

(Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015))



## **Policy:-**

At Chamberlayne College for the Arts, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

## **Prevention**

### **Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate effective PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe, and offer an appropriately planned RSE provision which is statutory from September 2020.
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and respond to
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

As a school we will minimise the risk of allegations against other students by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk
- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students.

## **Allegations against other students which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a student, some of the following features will be found.

If the allegation:-

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence



- Raises risk factors for other students in the school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

### **Peer to Peer Abuse**

- Sexual violence
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or other physical harm
- Sexting
- Initiating/hazing type violence and rituals
- Upskirting “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (this is now a criminal offence)

### **Procedure:-**

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved



- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files
- It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.



## Annex 7: Briefing sheet for temporary and supply staff

### Briefing sheet for temporary and supply staff

#### **For supply staff and those on short contracts at Chamberlayne College for the Arts**

While working at Chamberlayne College for the Arts, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare. You should follow any policies or procedures the school has made you aware of, some of which may be specific to the context or individuals.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is Billy Toone or Emma Church, and can be found in their office in the Pastoral Office or Attendance office, or on ext. 203 or 210. If in doubt, report to reception who will arrange immediate contact.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you/overhearing that they/another pupil have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.

You could ask "Who was involved", "What happened", "Where did it happen and when?"

- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information



relating to abuse or neglect. You may need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you.

- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, on the school website under the 'Policies' tab.

**Remember, if you have a concern, discuss it with the DSL.**



## Annex 8: What is child abuse?

### What is child abuse?

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

#### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

#### **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.

#### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **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.



## **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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance).



Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you are worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit and (<http://southamptonlscb.co.uk/neglect/>) advice is used by our school when reviewing individual cases or processes.

### **Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.



All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### **Indicators of emotional abuse Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations



- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming



- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers. □ has a fear of medical help or attention
- admits to a punishment that appears excessive.

**Sexual abuse**

**The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

**Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

**Indicators of sexual abuse**

**Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic □ itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

**Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity



- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.



## Annex 9: Remote Learning – Support for COVID related cases

The process for providing remote education and support to:

1. Individual self-isolating students
2. Class or Year group required to self-isolate at home
3. Self-isolating staff who are well and can work remotely from home

Where students need to self-isolate, we have a responsibility to offer ‘immediate remote education.’ As teachers, we have a professional duty to continue to provide every opportunity for students to learn well and provide high quality learning opportunities during periods of Covid related absence. We need to be able to support individual students who are required to self isolate as well as when large numbers (e.g. whole classes or year groups) are required to remain at home.

**1. In the event that an individual student is required to stay at home, the following process must be followed by the class teacher:**

- Class teachers set, through **ePraise only**, a unit or series of lessons (as identified and specified by the HOD) from the Oak National Academy (ONA). The content of these lessons does not need to match the content being delivered in class but can be an opportunity for revisiting past material. The links to each lesson *must be signposted through ePraise* for ease of access. In subjects where lessons are not available on ONA, teachers may use alternative platforms such as Seneca or BBC Bitesize provided that the work is appropriately pitched. Students will complete the lessons in line with their normal school timetable i.e. 5 lessons per day.

**2. Where a whole class or Year group is required to self-isolate (e.g. for a two week period), class teachers will :**

- set a unit of series of lessons from ONA (as identified and specified by the HOD). The links to each lesson must be signposted through ePraise for ease of access. Students will complete lessons in line with their normal school timetable.
- In addition to this, teachers will set a low stakes quiz on Google forms to be completed at the end of each lesson and check that it has been completed. Give ePraise points to students on completion.
- In the event that students do not complete the quiz, teachers will follow up with an ePraise message to the student and parent/carer
- Teachers will offer support to students as appropriate.

**3. Should a teacher need to self-isolate, providing they are able to work from home (i.e. not ill), the following will apply:**

- Set lessons for all timetabled classes (which follow the current curriculum) from ONA, followed by low stakes quizzes for each lesson followed up by contact via ePraise where work is not completed.



- Seneca may be used in the event that no relevant content is available on ONA - teachers must monitor the completion of work through the assignments completed on the Seneca app.
- BBC bitesize lessons may also be used provided they are supported with a follow up quiz set by the teacher each lesson.

## Student guide to working at home during a Year Group self-isolation

### How will my work be set?

- Your class teacher will set the work you need to complete each lesson on **ePraise**.
- Make sure you are able to log into **ePraise** and contact your teacher if you have any problems logging in.
- You will follow your timetable as if you were in school

### How will I know what to do?

- Your class teacher will provide you with the links to your online lessons
- Click on the link which will take you to Oak National Academy, Seneca or BBC Bitesize websites/apps
- Work through the lessons as instructed by your teacher
- Complete the quiz set by your teacher at the end of each lesson so they can check on your progress

### What should I do if I have problems with the work?

- Message your class teacher via **ePraise** (or email if your ePraise isn't working) to explain the problem and they will get in touch to support you.



## Annex 10: Brook sexual behaviours traffic light tool

### Brook sexual behaviours traffic light tool Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

|   |  |   |
|---|--|---|
| <p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>   | <p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>   | <p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>                                  |
| <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>  | <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>   | <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>   |
| <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul> | <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul> | <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul> |

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexualbehaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.





## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

|   |  |  |
|---|--|--|
| <p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>   | <p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>   | <p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>   |
| <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information</p>   | <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>   | <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>  |
| <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• sexually explicit conversations with peers</li> <li>• obscenities and jokes within the current cultural norm</li> <li>• interest in erotica/pornography</li> <li>• use of internet/e-media to chat online</li> <li>• having sexual or non-sexual relationships</li> <li>• sexual activity including hugging, kissing, holding hands</li> <li>• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>• choosing not to be sexually active</li> </ul> | <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• accessing exploitative or violent pornography</li> <li>• uncharacteristic and riskrelated behaviour, e.g. sudden and/or provocative changes in dress,</li> <li>• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• concern about body image</li> <li>• taking and sending naked or sexually provocative images of self or others</li> <li>• single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>• giving out contact details online</li> <li>• joining adult- only social networking sites and giving false personal information</li> <li>• arranging a face to face meeting with an online contact alone</li> </ul> | <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• preoccupation with sex, which interferes with daily function</li> <li>• sexual degradation/humiliation of self or others</li> <li>• attempting/forcing others to expose genitals</li> <li>• sexually aggressive/exploitative behaviour</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• non-consensual sexual activity</li> <li>• use of/acceptance of power and control in sexual relationships</li> <li>• genital injury to self or others</li> <li>• sexual contact with others where there</li> <li>• is a big difference in age or ability</li> <li>• sexual activity with someone in authority and in a position of trust</li> <li>• sexual activity with family members</li> <li>• involvement in sexual exploitation and/or trafficking</li> <li>• sexual contact with animals</li> <li>• receipt of gifts or money in exchange for sex</li> </ul> |

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviourstraffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at

the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Annex 11: Useful contacts

| Key Personnel   | Name (s)      | Telephone No.                |
|---|---------------|------------------------------|
| DSL   | Billy Toone   | 02380 447820                 |
| Deputy DSL(s)   | Emma Church   | 02380 447820                 |
| School's named "Prevent" lead   | Billy Toone   | 02380 447820                 |
| Nominated governor<br>/ chair of governors                                | Phil Hand     | 02380 447820                 |
| Children's referral team  | MASH          | 02380 833336                 |
| Out of hours social care  | A/R           | 023 8023 3344                |
| Police  | A/R           | 101 or in emergencies<br>999 |
| Safeguarding advisors / local<br>authority designated officers<br>(LADOs) | Jemma Swann   | 02380 382693                 |
| School nurse  | Shannon Clark | 07825680273                  |
| Children's service department<br>manager                                  | Jane White    | 02380 832300                 |