

NORTHAMPTON SCHOOL FOR GIRLS

Policies and Procedures

Title:	Safeguarding and Child Protection Policy
Associated Policies:	Anti-Bullying Complaints Disciplinary Procedure Special Educational Needs Whistle Blowing Online Safety Safer Recruitment Data Protection/GDPR Single Equality Policy Sex and Relationships

1 KEY Contact details at Northampton School for Girls

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Abigail Boddy Out of hours service	aboddy@nsg.northants.sch.uk safeguarding@nsg.northants.sch.uk
Deputy DSLs	Cath Carré Carol Pichler Sarah Timms Karen Loughney (Post 16)	ccarre@nsg.northants.sch.uk cpichler@nsg.northants.sch.uk stimms@nsg.northants.sch.uk kloughney@nsg.northants.sch.uk
Other contactable DSLs and / or Deputy DSLs	Heads of Year are also DSL trained and can be contacted Julia Smallman is the DSL with responsibility for Looked After and Previously Looked After Children.	jsmallman@nsg.northants.sch.uk
Headteacher	Cristina Taboada-Naya	c.taboada-naya@nsg.northants.sch.uk
Designated Officer (Local Authority)	Andy Smith Christine Lamb	01604 367862 01604 362633 ladoreferral@nctrust.co.uk Designated Officer Administrator - 01604 364031
Nominated Safeguarding Governors	Andrew Vincent Kelly Rock	avincent@nsg.northants.sch.uk krock@nsg.northants.sch.uk

The Multi-Agency Safeguarding Hub (MASH)

MASH can advise on whether a family needs early help or whether they meet the threshold for statutory child protection. Telephone 0300 126 7000 or Email: MASH@nctrust.co.uk

Local Authority Designated Officer (DO)

To make a referral directly to Social Care if a child is in immediate danger, contact Children's Social Care during the evening, at night or at the weekend phone the out of hours team on 01604 626938. An operator will take the details of the call and your contact details. They will then pass this information over to the duty social worker. Additional advice and support can be found at the NSPCC at help@nspcc.or.uk or via the 24 hour help line 0808 800 5000.

2 Aims

NSG is committed to providing an environment, which safeguards and promotes the welfare, safety, health and guidance of our students in line with our mission and values statements. We expect everyone who works in our school to share this commitment. We will always act in the best interest of the child.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff encourage children and young people to talk to us about anything that worries them.
- Staff are properly training in recognizing and reporting safeguarding issues

The following arrangements are therefore in place to safeguard and promote the welfare of children:

- **Prevention** – NSG will provide an environment, establish and maintain an ethos where all students feel secure, are encouraged to talk and in which they are listened to carefully. Staff and volunteers will be trained regularly to understand their responsibilities with regard to reporting safeguarding or child protection concerns.
- **Protection** – NSG will ensure that each member of staff, governor or other visitor involved in regulated activity with students has an up to date DBS check and is sufficiently trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **Support** – The NSG '3 Respects' ethos provides structured systems of support for all students. This includes teaching students, as part of the curriculum, to keep themselves safe from all forms of abuse and appointing appropriately qualified and experienced staff (DSLs and Deputy Designated Safeguarding Leads (DDSLs)) to provide advice, training and support around safeguarding concerns.
- **Communication** – NSG will work closely with its parents/carers to ensure appropriate communications and actions are undertaken. The school will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection.

3	Legislation and statutory guidance
<p>This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.</p> <p>This policy is also based on the following legislation:</p> <ul style="list-style-type: none"> • Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils • Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies to safeguard and promote the welfare of pupils including what must be recorded on the Single Central Record and the requirements for at least one person conducting an interview to be trained in safer recruitment techniques. • The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children • Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 • Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM • The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children • Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children • Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism <p>NSG commits to work in partnership with the Northamptonshire Safeguarding Children Partnership (NSCP) and will follow their guidance and implement their systems and protocols for referring families for early help and reporting child protection concerns. The Partnerships will ensure that NSG is aware of issues within the community that are relevant to them.</p>	

4	Definitions
<p>Safeguarding and promoting the welfare of children means:</p> <ul style="list-style-type: none"> • Protecting children from maltreatment • Preventing impairment of children’s mental and physical health or development • Ensuring that children grow up in circumstances consistent with the provision of safe and effective care • Acting to enable all children to have the best outcomes <p>Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.</p> <p>Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.</p> <p>Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.</p> <p>Children includes everyone under the age of 18.</p> <p>The following three safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They make arrangements to</p>	

work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

See Appendix 2 for information on a wider list of safeguarding issues and definitions which staff should be aware of.

5 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Have a Social Worker

6 Roles and Responsibilities

Safeguarding and promoting the welfare of children is **everyone’s** responsibility: **“Everybody, Everyday”**

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities. Regular training and updates for all members of staff and volunteers and prominent signage throughout the school will be provided to ensure that anyone who comes into contact with children understands their responsibility to observe, identify and report any concerns in line with the schools reporting procedures.

Northampton School for Girls commitment to the highest priority of safeguarding is based on an acknowledgment that ‘it could happen here’.

6.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff e safety and code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- their role in identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

6.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team and takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of hours they can be contacted by email at safeguarding@nsg.northants.sch.uk
When the DSL is absent, the deputies listed in Section 1 will act as cover. They also support the out of hours/out of term time cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- Ensure they are aware and up to date with latest national and local guidance and requirements, ensuring this is shared with all key personnel.

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated teacher for child protection concerns as appropriate.

In addition, at Northampton School for Girls the DSL is responsible for:

- ensuring that all staff in the school receive initial training and appropriate regular update training (including provision of training on how to report a safeguarding concern through the academy's CPOMS safeguarding referral system).
- ensuring that all staff must have an understanding of child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities
- ensuring that parents/carers are informed of the safeguarding procedures by a statement in the school prospectus, access to the policy and procedures on the school website.
- ensuring relevant records are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education
- ensuring that safer recruitment checks are carried out and that the academy's Single Central Record is up to date in line with statutory requirements, as set out in Keeping Children Safe in Education (September 2019).

6.3 The governing board

The governing board:

- will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.
- The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.

- All governors will attend relevant training and read Keeping Children Safe in Education.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see Appendix 4). Section 8 has information on how governors are supported to fulfil their role.

6.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 4).
-

7 Recognising abuse and acting

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSLs)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. *Contact details can be found in section 1.*

The most recently published guidance can be found at [NPCC- When to call the police](#)

Anyone can make a referral. Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

7.2 Reporting a concern if a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Then upload this information to the school CPOMs system -- you should type up the details of the conversation as soon as possible in the child's own words, stick to the facts, and avoid judgement opinion or comment. The DSL should be alerted as soon as possible.

7.3 The actions of the DSL

The DSL will normally seek to discuss any safeguarding concerns about a student with their parents/carers. This must be handled sensitively. However, if the DSL believes that a student is experiencing or may have experienced abuse or neglect or is at risk of suffering significant harm they seek advice first from the Local Safeguarding Board.

7.4 Responding and Referring

Where the DSL contacts the Local Safeguarding Board or makes a MASH referral the agreed course of action will be followed. The school will be guided by MASH in this respect.

All Child Protection records will be maintained in a confidential file at the school. In light of the ongoing Goddard Inquiry, no records will be destroyed until the Inquiry has been concluded, and only after the child has reached the age of 25

7.5 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 2.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM has been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. The duty does not apply in relation to "at risk" or "suspected" cases.

Unless they have good reason not to, the teacher involved should also discuss the case with the DSL who will involve children's social care as appropriate. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures. **(See safeguarding flow chart appendices)**

7.6 If you have concerns about extremism.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

(but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Additional training on extremism and Prevent role is undertaken by all staff. More information can be found in the training hub on the website

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.7 Concerns or allegations about a staff member or volunteer/Whistle-blowing

Any staff who are concerned about the conduct of a colleague, temporary/supply teacher or volunteer towards a student must remember that the welfare of the children is paramount.

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour inside and outside of the school

The school Whistleblowing policy and procedures for Dealing with Allegations of Abuse Against Staff (can be found in the ***Dealing with Allegations against a member of staff Policy***) enables staff to raise concerns or allegations in confidence to the headteacher this includes behaviour that is defined as “low-level”. If the concerns/allegations are about the headteacher, the referral must be made to the chair of governors.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

7.7 Allegations of abuse made against another pupils/Peer on Peer Abuse

At NSG we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, all peer-on-peer abuse is unacceptable and will be taken seriously. The schools response will continue to be directed by KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' (***Please refer to the NSG Peer on Peer Abuse Policy***)

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

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

At NSG we will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially through the pastoral and PSHE programmes
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

More information can be found in the NSG Peer on Peer Abuse Policy

7.8 Sharing nudes and semi-nudes (previously known as ‘sexting’)

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery ‘or ‘nudes;’), you must report it to the DSL immediately.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Staff must **not**:

- View, download or share the imagery themselves, or ask a pupil to share or download it. If staff have already viewed the imagery by accident, they must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that the student need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher may decide to respond to the incident without involving the police or children's social care.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Please see the related flow chart in appendix 3 of this policy

At NSG will minimize the risk of by:

- Teaching students about the issues surrounding sexting as part of the PSHE education and computing programmes, and ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Clearly spelling out the consequences of requesting, forwarding or providing such images, and related legal issues, irrespective of whether or not this act would be abusive
 - Ensuring pupils know they can talk to staff confidentially through the pastoral and PSHE programme

8 Training

8.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners. An annual record will be maintained of attendance at safeguarding training.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

The DSL in liaison with Amey will ensure that Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training.

8.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through ebulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

8.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. The Safeguarding governors meet regularly with the DSL to review policy and procedures

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

9 Recruitment

9.1 Recruitment and interview panels

NSG recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people therefore at least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. (For details of the recruitment process - ***Please refer to the NSG Safer Recruitment Policy.***)

9.2 Temporary recruitment

Where the school recruits temporary or supply staff through an agency, the school will ensure the following through the relevant agency:

- References from the most recent placements
- Right to work documentation
- Ensuring appropriate police checks and an enhanced DBS disclosure is in place
- Documentary evidence of the candidate's identity

10 Single Central Record

10.1 Single Central Record

The school maintains a Single Central Record (SCR) of all employees, agency staff, consultants, volunteers (including governors and any others involved in regulated activity). This completion of this will include:

- An identity check
- Barred list check
- An enhanced DBS check for those appointed after 2006
- Prohibition from teaching check
- Prohibition from management check, including section 128
- Checks on people living or working outside the UK
- Previous employment history checks
- Two written references
- Information regarding past disciplinary actions or allegations
- Disclosure and Barring Service (DBS) checks as appropriate to their role
- Evidence of qualifications

	<ul style="list-style-type: none"> Evidence of permission and suitability to work with children and young people for staff who are not nationals of an (European Economic Area) EEA country <p>The SCR is overseen and directly managed by the Headteacher, who is responsible for safeguarding at NSG with the DSL. It is the responsibility of the HR manager within the school to maintain the information within the SCR. The Designated Senior Lead will conduct audits on a termly basis.</p>
11	<h3>Looked After Children and Previously Looked After Children</h3> <p>We recognise that pupils who are looked after children (LAC) or who have been previously looked after children can face additional safeguarding challenges. All staff must be aware of the designated teacher with responsibility for LAC (see Section 1) and of the issues regarding safeguarding for looked after and previously looked after children. The school is committed to work closely with all relevant agencies to ensure that prompt action is taken when necessary to safeguard these children. Further details are laid out in the separate Designated Teachers for LAC and Previously LAC Student Policy.</p>
12	<h3>Pupils with special educational needs and disabilities</h3> <p>We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:</p> <ul style="list-style-type: none"> Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration Students being more prone to peer group isolation than other pupils The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs Communication barriers and difficulties in overcoming these barriers <p>We offer extra pastoral support for students with SEN and disabilities.</p> <p>Mental Health</p> <p>NSG is aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should immediately raise the issue by recording this on CPOMS.</p>
13	<h3>Alternative Provision</h3> <p>NSG is responsible for the safeguarding of their students when they have been placed in an alternative provision school. Including written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.</p>
14	<h3>Confidentiality and Record-keeping</h3> <p>NSG will hold records in line with our GDPR policy and Records Retention schedule. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Therefore, all safeguarding concerns, discussions, decisions made (and the reasons for those decisions) must be recorded onto the secure CPOMS system.</p>

Staff should note

- Timely information sharing is essential to effective safeguarding
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and General Data Protection Regulation and Data Protection Act 2018 (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- The government’s [information sharing advice for safeguarding practitioners](#) includes seven ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information (see the Government’s [Data protection: toolkit for schools](#)).

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- Our Safer Recruitment Policy sets out our policy on record-keeping, specifically with respect to recruitment and pre-employment checks
- Our Allegations Against a Member of Staff outlines record keeping in regard to staff allegations

15 Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (*see Allegations Against a Member of Staff Policy*).

15.2 Other complaints

Please see the school complaints policy.

16 Use of Physical Interventions

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation.

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment).

	<p>Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from: committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil), i.e.</p> <ul style="list-style-type: none"> causing personal injury to, or damage to the property of, any person (including the pupil); or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise <p>School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents/carers will be informed the same day.</p>
17	<p>Online safety</p>
	<p>Northampton School for Girls is committed to promoting the welfare and safety of our students when using digital technologies. With reference to the DfE Teaching Online Safety in Schools guidance, the school recognises the importance of the contribution it can make to protecting and supporting students across the school in their use of these technologies. <i>(Please see the Online Safety policy for further information.)</i></p> <p>Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. Examples of how children are helped to ‘recognise when they are at risk and how to get help when they need it include:</p> <p>Yr7 summer1. Self-worth, romance and friendship including online and relationship boundaries including consent Yr8 summer 2. Online safety, digital literacy, media reliability Year 10 spring 1. Healthy relationships and sex expectations including the impact of the media and pornography</p>
18	<p>Mobile phones and cameras</p>
	<p>Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras.</p> <p>We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.</p>
	<p>Policy Review</p>
	<p>19.1 This policy will be monitored as part of the Academy’s annual internal review and reviewed on an annual cycle or as required by legislature changes.</p>
	<p>Appendices</p>
	<ol style="list-style-type: none"> Signs and Indicators of possible significant harm Specific safeguarding issues The main issues within our locality Safeguarding and child protection flow charts

Physical abuse

Physical signs and indicators¹

There should be particular cause for concern where:

- The explanation for the injury is absent or unsuitable
- The child with the injury is not independently mobile

Bruises, lacerations, abrasions and scars

- Have a distinct pattern or shape (for example, the shape of a hand, ligature, stick, grip or implement)
- Are multiple or in clusters
- Cause visible blood under the skin

Bites

- Have the appearance of a human bite unlikely to have been caused by a young child

Thermal injuries (burns and scalds)

- Occur on soft tissue areas that would not usually come into contact with a hot object in an accident (for example, the backs of hands, soles of feet, buttocks, back)
- Present with signs of forced immersion (for example, symmetrical pattern / clear borders)
- Are in the shape of an implement (for example, a cigarette or iron)

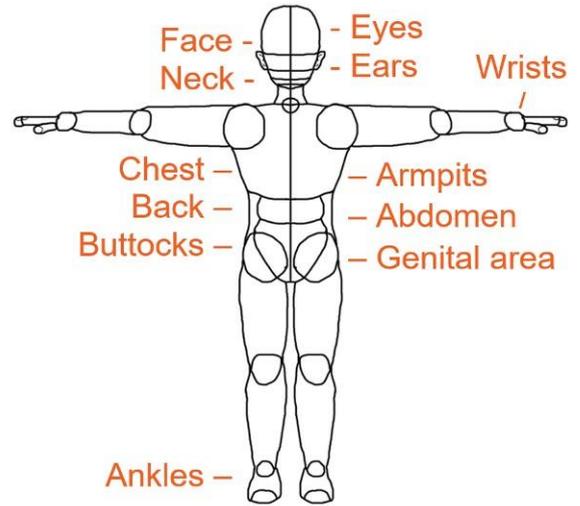
Fractures

- Are multiple and in the absence of a medical condition that predisposes fragile bones • Are of different ages

Behavioural signs and indicators¹

Changes in behaviour	Self-harm	Wetting / soiling
Oppositional or excessively good behaviour	Withdrawal / detachment	Anger, frustration and / or distress
Fearful	Recurrent nightmares	Runaway behaviour
Excessive clinginess	Attention-seeking	Changes in eating patterns

■ Common sites of non-accidental injury



Fabricated or induced illness²

Physical signs and indicators

- Implausible or inexplicable symptoms
- Symptoms that only appear in the company of the parent/carer
- Inexplicably poor response to treatment
- Regular and varying health problems

Behavioural signs and indicators

The parent/carer may:
of

- Be aggressive when challenged
- Be overprotective and limit the child's activities
- Frequently change healthcare provider
- Lack concern despite acute attentiveness
- Encourage painful tests and procedures to be carried out on the child
- Have a strong medical knowledge

Sexual abuse

Physical signs and indicators³

Health issues, including:

Soreness in the genital and anal areas	Marks and bruises (see physical abuse)
Sexually transmitted infections	Pregnancy
Poor personal hygiene and weight loss/gain (in order to become less attractive to the abuser)	Repeated urinary tract infections

Behavioural signs and indicators³

- Changes in behaviour: aggression, withdrawal, clinginess, difficulties sleeping, bed-wetting
- Depression, anxiety and post-traumatic stress disorder
- Avoiding the abuser: fear and avoidance shown towards a particular person
- Sexually inappropriate behaviour: for example, sexually explicit language
- Giving clues: the child may drop hints without revealing the abuse outright
- Problems at school: difficulty concentrating and learning
- Eating disorders and self-harm
- Drug / alcohol misuse

Neglect

Physical signs and indicators¹

- Severe and persistent infections, such as scabies or lice
- Consistently inappropriate clothing or footwear (for example, for the weather, or the child's size)
- Persistently smelly or dirty (note if this is present in the early mornings, and if the dirtiness is ingrained) • Poor standard of hygiene
- Faltering growth and failing to thrive due to malnutrition
- Numerous accidents suggesting lack of appropriate supervision
- Tooth decay and a lack of treatment

Take care to distinguish between neglect and material poverty.

Behavioural signs and indicators¹

- Repeatedly scavenging, stealing, hiding or stealing food with no medical explanation
- Attention seeking or withdrawal
- Tiredness
- Taking into account material poverty and the carers' capacity, the child's needs are unmet
- Parents/carers fail to administer medication or seek medical help when needed

Emotional abuse

Physical signs and indicators

- Injuries from self-harm

Behavioural signs and indicators

- Harmful parent/carer – child interactions are observed or reported
- Low self-esteem and self-deprecation
- Inappropriate response to pain (for example, expressing feelings that they deserve to be hurt)
- Neurotic behaviour
- Fearful of certain individuals
- Emotional immaturity
- Disturbances to speech, such as stuttering
- Changes in behaviour
- Trust issues
- Developmental delays

Additional guidance can be found via the DfE [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#)

References

- ¹National Institute for Health and Care Excellence (2009) *Child maltreatment: when to suspect maltreatment in under 18s*. Online. Available at: <https://www.nice.org.uk/guidance/cg89/chapter/1-Guidance> ²National Health Service (2016) *Signs of fabricated or induced illness*. Online. Available at: <http://www.nhs.uk/Conditions/Fabricated-or-induced-illness/Pages/Symptoms.aspx> ³National Health Service (2016) *Spotting signs of child sexual abuse*. Online. Available at: <http://www.nhs.uk/Livewell/abuse/Pages/child-sexual-abuse.aspx> ⁴Metropolitan Police (2017) *What is child abuse?* Online. Available at: <http://212.62.21.14/Article/What-is-childabuse/1400009710021/1400009710021>

Appendix 2: Specific Safeguarding issues and further guidance

These definitions are an extract of those included within the Keeping Children Safe in Education document and include links where more detail can be found. These are included to ensure that staff and governors are aware of potential safeguarding risks and what signs to look out for. If in any doubt, refer all concerns or queries to the academy DSL or deputy DSL who will be able to provide advice and guidance.

1. Children and the court system
2. Children missing from education (CME)
3. Consent
4. Child Criminal Exploitation (CCE)
5. Child Sexual Exploitation (CSE)
6. County Lines
7. Domestic Abuse
8. Homelessness
9. So-called honour-based abuse including Female Genital Mutilation and Forced Marriage
10. Britishness
11. Preventing radicalisation: Extremism, Radicalisation and Terrorism
12. The Prevent duty and Channel
13. Peer on peer/child on child abuse
14. Sexual violence and Sexual harassment
15. Drug and Substance misuse
16. Contextual safeguarding
17. Serious violence
18. Mental Health
19. Children with a Social Worker
20. Trafficking
21. Fabricated illness
22. Private fostering

1. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate Government guides available to support children expected to give evidence:

[5-11 year olds](#)

[12-17 year olds](#)

These guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. Please refer to the [online child arrangements information tool](#) (Ministry of Justice) for clear and concise information on the dispute resolution service.

2. Children Missing from Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school through first day response. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information

DfE statutory guidance – [Children Missing Education](#), 2021

Consent

Even where a child/young person is old enough to legally consent to sexual activity, the law states consent is only valid where they make a choice and have the freedom and capacity to make that choice. If the child/young person does not have a meaningful choice, i.e. under the influence of harmful substances or when fearful of outcome if not compliant, consent cannot be legally given whatever the age.

4. Child Criminal Exploitation

Information about Child Criminal Exploitation can be found in KCSIE (2021) page 125.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Criminal exploitation of children is a geographically widespread form of harm. It is a typical feature of 'county lines' criminal activity, drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, plus market and seaside towns. Key to identifying potential involvement in county lines are missing episodes of attendance at school, when the victim may have been

trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. (Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.)

Home Office Guidance – [County Lines: criminal exploitation of children and vulnerable adults](#)

5. Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.
- More information can be found in:
- [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Risks faced by children

Children at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse. They need help but don't know where to look. The risk is deemed higher when children "go missing" or are placed in the care of the Local Authority, as well as children with Learning Disabilities

Perpetrators of these crimes are becoming increasingly sophisticated, using the internet to protect their identity and trafficking children around the country to avoid detection.

Further Information

Additional information can be found in the DfE Guidance, *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*, February 2017.

Additional Support is available from the NSPCC 24 Hour Child Protection Helpline - 0808 800

5000 www.rotherham.gov.uk www.barnados.gov.uk

[Serious organised crime strategy 2013](#)

6. County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, Pupil Referral Units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

7. Domestic Violence

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

What are the signs of domestic violence, as experienced by the victim?

- **Destructive criticism and verbal abuse:** shouting/mocking/accusing/name calling/verbally threatening
- **Pressure tactics:** sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report you to welfare agencies unless you comply with demands regarding bringing up the children, lying to your friends and family about you, telling you that you have no choice in any decisions.
- **Disrespect:** persistently putting you down in front of other people, not listening or responding when you talk, interrupting your telephone calls, taking money from your purse without asking, refusing to help with childcare or housework.
- **Breaking trust:** lying to you, withholding information from you, being jealous, having other relationships, breaking promises and shared agreements.
- **Isolation:** monitoring or blocking your telephone calls, telling you where you can and cannot go, preventing you from seeing friends and relatives.
- **Harassment:** following you, checking up on you, opening your mail, repeatedly checking to see who has telephoned you, embarrassing you in public.
- **Threats:** making angry gestures, using physical size to intimidate, shouting you down, destroying your possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm you and the children.
- **Sexual violence:** using force, threats or intimidation to make you perform sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation.

- **Physical violence:** punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling.
- **Denial:** saying the abuse doesn't happen, saying you caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Further Information

- Home Office – [Domestic Abuse: Various Information/Guidance](#)
- DfE advice – [Faith-based Abuse: National Action Plan](#)
- Home Office – [Relationship Abuse: disrespect nobody](#)

8. Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. 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. Whilst referrals and/or discussion with the Local Housing Authority should 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.

9. So-Called Honour-Based Abuse (HBA)

So-called 'honour-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Female Genital Mutilation (FGM)

Female genital mutilation is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between infancy and 15 years, but in some cases is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. It is illegal in the UK and classed as child abuse and has no health benefits for girls or women; generally, the risks increase with increasing severity of the procedure (physical, psychological and sexual harm). It is also illegal to take a child abroad to undergo FGM.

[Mandatory reporting of female genital mutilation procedural information.](#)

Further information

Home Office – [Female Genital Mutilation](#)

Multi-agency advice – [Multi-agency statutory guidance on female genital mutilation, 2016](#)

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person

into marriage. [The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage](#), June 2014
Forced Marriage Unit – 020 7008 0151 / fmufco.gov.uk

10. Britishness

Northampton School for Girls is committed to ensuring that 'British' values underpin all aspects of the education and curriculum offered to its students. Britishness can be taken as 'referring to a sense of national identity of the British people.' However, it is difficult to create or devise a definition that is agreed by all. In many respects, Britishness has a fluidity to it, given the ever-changing nature of the multi-cultural mix of people who occupy the British Isles.

Therefore, the school strongly adheres to a view that irrespective of faith, gender, ethnicity or colour, all students are given the same equal opportunity to education. All students are given the opportunity to enhance their life chances. Every student is encouraged to become a well-rounded citizen, armed with the skills necessary to survive in an everchanging workplace and be capable of making sound moral and ethical decisions.

The following aspects of Britishness are promoted:

- Freedom and democracy
- Tolerance of different faiths and beliefs
- Respect of law and order
- Belief in personal and social responsibility
- Respect for British institutions, including the Government and the monarchy
- The welfare state
- Mutual respect
- Individual liberty
- An awareness and understanding of the constitution, as laid down in Magna Carta
- An understanding of Britain's global position

11. Extremism/Preventing Radicalisation

Northampton School for Girls has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views, which could include becoming distant or showing loss of interest in friends and activities, and/or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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.

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;*
- *Foster hatred which might lead to inter-community violence in the UK.*

Terrorism

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.

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.

Indicators of vulnerability include:

- Identity Crisis
- Personal Crisis
- Personal Circumstances
- Unmet Aspirations
- Experiences of Criminality;
- Special Educational Need

12. What does the Prevent guidance expect schools to do?

- **Assess the local risk of extremism** – schools should assess the risk of children being drawn into terrorism. This assessment should be carried out alongside key partners of the school and based on the local environment.
- **Work in partnership** – schools should consider the approach of their Safeguarding Partnership Board/s when putting measures in place to safeguard pupils. Schools will need to evidence that they are working closely with the police and local Prevent coordinator/s by keeping appropriate records and documenting any action taken.
- **Staff training** – all staff should have training to ensure they understand radicalisation and extremism and what measures are available to help prevent students from becoming drawn into terrorism. Staff should have the confidence to identify children at risk and to challenge extremist ideas and should know where and how to refer children and for further help.
- **Internet safety** - schools should help children stay safe online by ensuring proper filtering/security settings are in place. This could include the use of monitoring software which identifies key words commonly used amongst terrorist organisations. Internet safety policies should be reviewed as part of the process.
- **Sharing information** - personal information may need to be shared to ensure a student at risk of radicalisation is given appropriate support.

Designated safeguarding leads and other senior leaders must be familiarised with the revised [Prevent duty guidance for England and Wales](#), especially paragraphs 57-76, which are specifically addressed towards schools.

Channel

This is a programme which focuses on providing support at an early state to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Guidance on Channel is available [here](#).

13. Peer-on-Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to):

- abuse within intimate partner relationships
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery or nudes); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

14. Sexual Harassment and Violence

Sexual violence refers to a criminal act – “assault by penetration, rape and sexual assault” as defined by the Sexual Offences Act 2003. Sexual harassment is defined as “unwanted conduct of a sexual nature”.

... ‘even where school and college leaders do not have specific information that indicates sexual harassment and online sexual abuse are problems for their children and young people, they should act on the assumption that they are’. (Ofsted Review of Sexual Abuse in Schools and Colleges June 2021)

Sexual violence and sexual harassment 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. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

There is an emphasis on seeing sexual violence and sexual harassment in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, not just “banter”. Groups at particular risk include girls, LGBTQ students and students with SEND, while recognising the serious implications upon all students’ mental health and wellbeing.

Staff should be 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
- Not tolerating or dismissing sexual violence or sexual harassment as “banter” or “part of growing up”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, genitalia -- dismissing or tolerating such behaviours risks normalising them.

Further information:

Department for Education – Sex and Relationship Education Guidance www.internetmatters.org
www.nspcc.org.uk – Harmful Sexual Behaviour

15. Drug and Substance Abuse

Substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes. Drug abuse can be defined as “the use of illicit drugs, or the abuse of prescription or over-the-counter drugs, for purposes other than those for which they are indicated; or in a manner or in quantities other than directed.”

16. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents/carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Therefore, children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

Further Information:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

17. Serious Violence

There are a series of indicators which may indicate that children are at risk from or involved with serious violent crime. Indicators could include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of these indicators and report any concerns in accordance with the procedures set out in this policy.

Further Information:

Home Office Guidance – [Preventing youth violence and gang involvement](#) and its Criminal exploitation of children and vulnerable adults: county lines guidance

18. Mental Health

NSG is aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by recording this on CPOMS.

19. Children with a Social Worker

NSG recognise that when a child has a Social Worker, it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

These needs are taken into account when making plans to support students who have a Social Worker

20. Trafficking

Article 3 of the [Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention](#) (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the 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, for the purpose of exploitation.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents/carers or accompanying adults. It is important that these children are protected too

Further Information

Home Office and DfE Guidance – [Safeguarding children who may have been trafficked](#)

21. Fabricated Illness

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information.

Further Information

Home Office and DfE Guidance – [Safeguarding children in whom illness is fabricated or induced](#)

22. Private Fostering

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for a private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent/carer or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the

child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school steps will be taken to verify the relationship of the adults to the child who is being registered.

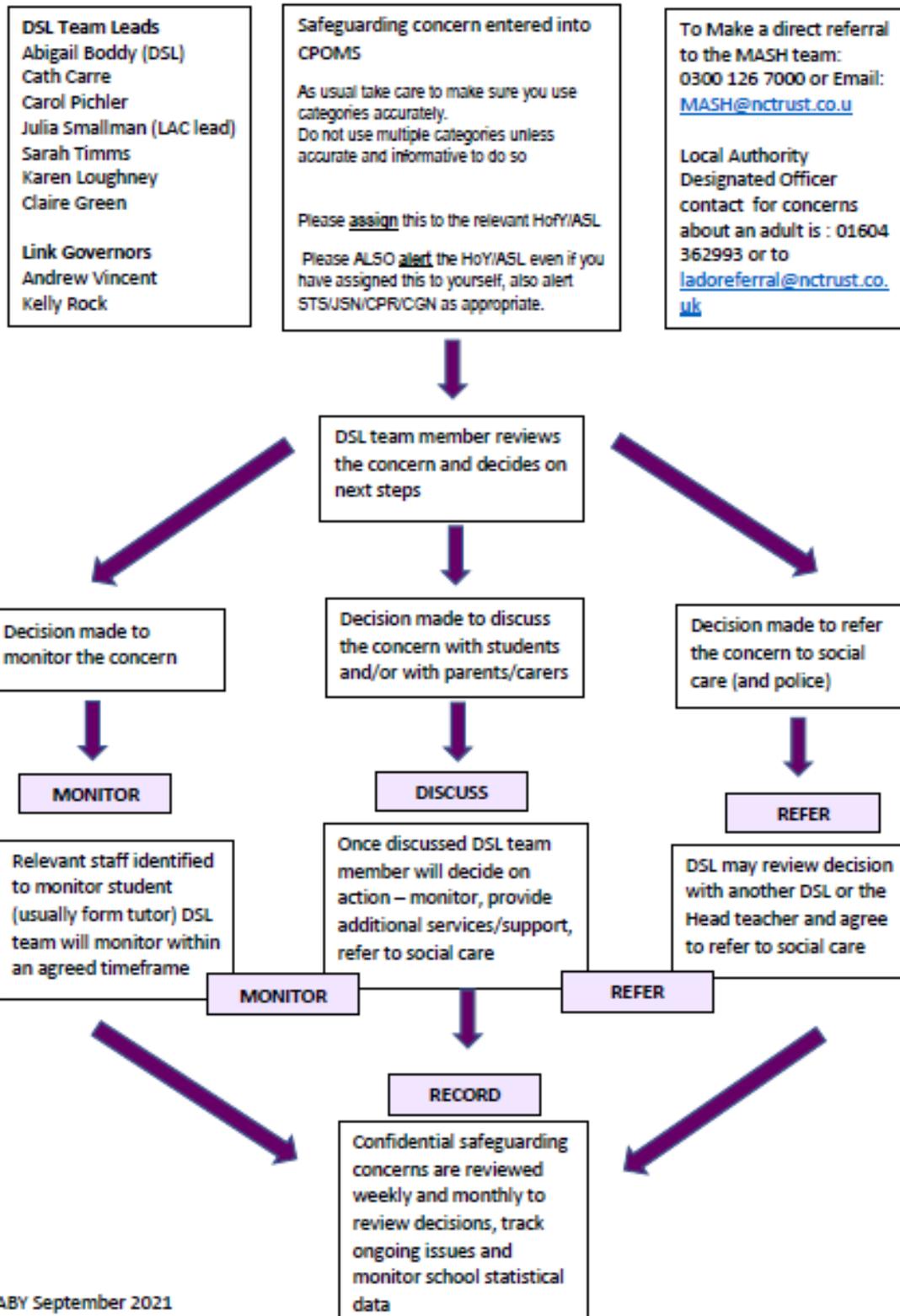
On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered

NORTHAMPTON SCHOOL FOR GIRLS

Appendix 3: The Main Issues within our Locality

Main issues identified in the area	How our curriculum addresses these issues	Training staff have received to address these issues
Students with mental health issues.	<p>Specialist mental health team and school counsellor support students through a referral programme.</p> <p>6th form Target Champions (KS5) are trained to work with small groups in KS3 and 4; PSHE module from Anna Freud Foundation focuses on building strategies to support good mental health.</p> <p>Assemblies and big activities are used to promote discussion about mental health and wellbeing.</p>	<p>Regular tutor briefings ensure more experienced staff are available to support and guide staff to meet specific students' needs.</p> <p>Specific training scheduled through the training calendar e.g. Anna Freud programme.</p> <p>Well planned and resourced scheme of work in PSHE curriculum supports good teaching in this area.</p>
Domestic violence (DV)	<p>PSHE lessons on healthy relationships, school nurse, PSHE and RSE curriculum provides modules relating to DV.</p> <p>Service 6 works closely with impacted students, as do our school mentoring team -- either one-to-one or in small groups.</p>	<p>DSL (Head of Year) works closely to support students experiencing DV and guide the tutor.</p>
Risky on-line behaviours	<p>E-Safety week.</p> <p>ICT audit to map the teaching of safe behaviours.</p> <p>Additional PSHE and ICT teaching now embedded to fill gaps.</p>	<p>DSL annual safeguarding training supplemented with "Six Minutes for Safeguarding" updates around specific concerns e.g. TikTok, WhatsApp etc for students, staff and parents</p>
County Lines/gang activity	<p>Assemblies and workshops for identified at risk students. PSHE programme on staying safe</p>	<p>Whole staff training on County Lines supplemented with "Six Minutes for Safeguarding" updates and reminders.</p>
Local issues within the vicinity eg Bradlaugh Fields	<p>Student able to identify local issues through student safety surveys</p> <p>PSHE has been adapted to address student raised concerns.</p>	<p>Staff training on PSHE programme that contains sessions on personal safety</p> <p>The DSL with a staff and student school working party is working closely with the local council and police to identify student concerns and address safety issues in this vicinity</p>

FLOW CHART FOR RAISING A SAFEGUARDING CONCERNS AT NSG



ABY September 2021