



Child Protection **AdAstra** Academy Trust Safeguarding Policy

---

---

<b>Document control table</b>			
<b>Document title:</b>	Child Protection & Safeguarding Policy		
<b>Author (name and job title):</b>	Andy Brown		
<b>Version number:</b>	1		
<b>Date approved:</b>	28 <sup>th</sup> April 2017		
<b>Approved by:</b>	Approved by Trust board		
<b>Date of review:</b>	April 2018		
<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
1	April 2017	AAB	
<b>Academic Year</b>	<b>Designated Safeguarding Lead</b>	<b>Named cover</b>	<b>Nominated Governor</b>
2016/2017	Mandy Hall	Nicola Pearce	Ray Priestman
2017/2018	Mandy Hall	Nicola Pearce	Ray Priestman

## Contents

<b>1. Safeguarding Children Statement .....</b>	<b>4</b>
<b>2. Purpose and Aim.....</b>	<b>5</b>
<b>3. Introduction .....</b>	<b>5</b>
<b>4. Framework and Legislation.....</b>	<b>6</b>
4.1. Roles and Responsibilities for all staff .....	6
4.2. Ensuring Suitable Adults work with our Children .....	8
<b>5. The Designated Safeguarding Lead .....</b>	<b>8</b>
5.1 Role of the Designated Safeguarding Lead .....	9
5.2 Areas of Responsibility .....	10
5.3 Training .....	11
5.4 Raise Awareness .....	12
5.5 Availability .....	12
<b>6. Trustee/Governing Bodies Role and Responsibilities .....</b>	<b>13</b>
<b>7. Information for Parents .....</b>	<b>13</b>
<b>8. Procedures .....</b>	<b>13</b>
1. Immediate Action to Ensure a Child's Safety .....	13
2. Recognition of Abuse or Neglect .....	14
2.1. Physical Abuse .....	14
2.2. Emotional Abuse .....	14
2.3. Sexual Abuse .....	15
2.4. Neglect .....	15
3. What to do if children talk to you about abuse or neglect .....	15
4. Consulting about the concern .....	16
5. Making a referral.....	16
5.1. Information required for referrals.....	17
5.2. Action to be taken following the referral .....	17
<b>9. Safe Schools/Safe Staff .....</b>	<b>18</b>
9.1. Whistle blowing/confidential reporting .....	18
9.2. Allegations Management.....	18
9.2.1. Concern about another worker or professional .....	18
9.2.2. Reporting Concerns .....	18
9.2.3. LADO Contacts .....	19
9.2.4. Complaints / Allegation Management towards or with a child or adult .....	19
<b>10. Training and Support .....</b>	<b>19</b>
10.1. Professional Confidentiality .....	20
10.2. Records and Monitoring .....	20
10.3. Attendance at Safeguarding Conferences.....	20
10.4. Supporting Children .....	20
10.5. Operation Encompass .....	20
<b>11. Links to other policies .....</b>	<b>21</b>
<b>12. National Legislation &amp; Local Guidance.....</b>	<b>24</b>
<b>13. Appendix A- Professional Advice and Guidance .....</b>	<b>25</b>
1. Female Genital Mutilation .....	25
2. Child Sexual Exploitation .....	25
3. Sexting .....	25
4. Fabricated or induced illness .....	26
<b>14. Appendix B - Actions where there are concerns about a Child .....</b>	<b>27</b>

## **1. Safeguarding Children Statement**

Ad Astra Academy Trust believe that children must be protected from harm at all times.

We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.

We want children in our care who use or have contact with this organisation to enjoy what we have to offer in safety.

We want parents and carers associated with us who use or attend our organisation to be supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.

We want organisations who work with or commission work from us, or who provide funding to us to have confidence and recognise that we are a safe organisation.

We will achieve this by having an effective safeguarding children procedure and follow national guidance (What to do if you're worried a child is being abused).

If we discover or suspect a child is suffering harm we will notify [For Hartlepool Schools] Child and Adult Services via Hartlepool Borough Council Duty Team, Civic Centre, Victoria Road, Hartlepool, TS24 8AY. Telephone (01429) 284284, email: [dutyteam@hartlepool.gcsx.gov.uk](mailto:dutyteam@hartlepool.gcsx.gov.uk) or the police, in order that they can be protected if necessary.

We will refer to [www.teescpp.org.uk](http://www.teescpp.org.uk) for up to date advice and guidance in relation to safeguarding.

This safeguarding children policy statement and our safeguarding children procedure apply to all employees, volunteers and users of all Ad Astra Academy Trust primary schools and anyone carrying out any work for us or using our premises.

We will review our safeguarding children policy and procedures annually or when legislation changes to make sure they are still relevant and effective.

## **2. Purpose and Aim**

Ad Astra Academy Trust's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of conduct in dealing with good practice and sound procedures to keep children safe in our schools.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are and identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Trustees, governors and staff are committed within Ad Astra Academy Trust schools to safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all of our pupils' parents and visitors to share this commitment and understanding.

## **3. Introduction**

This policy aims to make explicit the school's commitment to the development it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Ad Astra Academy Trust's child protection policy:

1. **Prevention** – (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as honour-based violence, female genital mutilation and forced marriage).
2. **Protection** – (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or The Children's Hub [For Hartlepool and Stockton-On-Tees schools] (01429 284284) directly if necessary. In certain specific cases, such as female genital mutilation, radicalisation or forced marriage there are named teams and individuals within the police who can be contacted).
3. **Reconsideration** – (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Support** – (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms including:

- Bullying including cyberbullying
- Child sexual exploitation (CSE)
- Children missing in education
- Children missing in home or care
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage

- Gangs and youth violence
- Gender based violence
- Hate
- Mental health
- Missing children and adult strategy
- Private fostering
- Radicalisation and extremism
- Relationship abuse
- Sexting
- Trafficking

In the event of any of these issues being recognised, information should be shared directly with each school's Designated Safeguarding Leads which may result in the situation being monitored and supported in school or the pupil/s being referred to specific services.

**This policy applies to Ad Astra Academy Trust's whole workforce.**

#### **4. Framework and Legislation**

Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Hartlepool Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Borough.

Ad Astra Academy Trust is committed to responding in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child. **Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.  
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education (September 2016) contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

##### **4.1. Roles and Responsibilities for all staff**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation, honour based violence inclusive of female genital mutilation and forced marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing

impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff have a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the school's Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to The Children's Hub if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the school's Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Ad Astra Academy Trust's recording and information sharing procedure.
- Ensure that they maintain an attitude of '**it could happen here**' and report any concerns regarding the behaviour of a child, adult or staff member in school directly to the Designated Safeguarding Lead.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in a school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training and updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1<sup>st</sup> July 2015 that under the Counter Terrorism and Security Act, April 2015 that each school has 'due regard to Prevent' and to assess risk of children and young people being radicalised and drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand, through online safety training, the additional risks for pupils online and continue to promote the trust's Online Policy.

Ad Astra Academy Trust schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

#### 4.2. Ensuring Suitable Adults work with our Children

The trust adheres to safer recruitment and ensures each school operates and maintains a Single Central Record in line with the Dfe guidance 'Safeguarding Children and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school. The record includes the following details which were checked and evidenced;

- Name
- Address
- Date of Birth
- Start date
- Position Held
- Qualifications and Status (where required for the role)
- Evidence of identity
- Section 128 Management Check
- DBS enhanced disclosure number
- Date of DBS check
- Disqualification (By Association) Check
- Children's Barred List check
- Vulnerable Adults Barred List Check
- Prohibition from Teaching Check
- Review date of DBS
- Right to work in the UK
- References
- Medical Clearance
- Overseas Check
- Management Evidenced

For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record. Copies of evidence of identity are kept in the school records for inspection by authorised authorities.

For people visiting the school on a 'one-off' or ad hoc basis and who will not have unsupervised access to pupils, photograph identification is requested and checked. A proportional risk-based approach will be applied when determining the amount and type of children's information being passed on to temporary staff and volunteers.

All staff and adults working in trust schools will be required to sign annually:

- Staff Code of Conduct
- Acceptable user agreement
- DBS confirmation form

As well as other appropriate documentation ensuring our children are kept safe.

The CEO and the school's external SIP will monitor the effectiveness of school safe recruitment procedures on a termly basis and report back to Trustees and Governors any findings.

#### **5. The Designated Safeguarding Lead**



Local governing bodies and proprietors should appoint at least one member of staff of the school's leadership team to the role of Designated Safeguarding Lead. This should be explicit in the role-holder's job description (see below from Keeping Children Safe in Education 2016 which describes the broad areas of responsibility). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. They should take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### 5.1 Role of the Designated Safeguarding Lead

Governing Bodies and Proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Designated Safeguarding Lead has a very detailed role.

The role of the Designated Safeguarding Lead Person was specified in the Children Act 2004 and ensured the every organisation had a "named person" for safeguarding children and young people. The Designated Safeguarding Lead Person has a responsibility at both a strategic level within the school and on a day to day basis.

#### **Key Aspects of the Designated Safeguarding Lead role includes:**

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Keeping Children Safe in Education (2016) sets out the role of the Designated Safeguarding Lead (below)

#### **Role of the Designated safeguarding Person**

Governing bodies and trustees should ensure that each school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

#### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

## **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## **Raising Awareness**

- The designated safeguarding lead should ensure the trust's policies are known and used appropriately:
- Ensure the trust child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or trustees regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

West Park Primary School's named Designated Safeguarding Lead (DSL) is Miss Amanda Hall.

In the event they cannot be contacted please seek advice from Mrs. Nicola Pearce (Assistant Headteacher).

If there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, please seek immediate support via The Children's Hub (01429 284284) For Stockton and Hartlepool schools.

### **5.2 Areas of Responsibility**

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

### Manage referrals

- Refer all cases of suspected abuse to The Children's Hub.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the police (cases where a crime may have been committed including sexual exploitation (vulnerable, exploited, missing, trafficked (VEMT) lead), radicalisation (through the single point of contact for the Channel Panel) female genital mutilation and forced marriage).
- Support staff who make referrals to The Children's Hub, Channel Panel or Police as appropriate.

### Work with others

- Liaise with the Headteacher of the school to inform him/her/them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher), or where the Headteacher is the subject of the allegations the Chair of Governors in conjunction with the CEO and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Inform LA of any pupil to be deleted from school admission register and follow Missing from Education protocols.
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without school' permission for a continuous period of 10 days or more.

### 5.3 Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent Awareness Raising training and in addition to the formal training, their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (Single Assessment Continuum of Need).
- Understand the **Local Assessment Protocol** which sits alongside the **Continuum of Need and Services**.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the Trust's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and disabilities and young carers.
- Be able to keep detailed, accurate, secure, written records of concerns and referrals using the trust's recommended process of CPOMs.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings.

#### 5.4 Raise Awareness

The Designated Safeguarding Lead should ensure the trust policies are known, understood and used appropriately and:

- Ensure the trust Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure where children leave the school that their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.

#### 5.5 Availability

- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. This has been provided by Miss Amanda Hall (DSL) who can be contacted 24 hours a day and out of school term times.
- Whilst generally speaking, the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

## **6. Trustee/Governing Bodies Role and Responsibilities**

Best practice would advise that a Safeguarding Governor is appointed to support the Designated Safeguarding Lead in their role. This would be from the perspective of ensuring that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and to challenge the robustness of this safeguarding activity. The Safeguarding Governor would ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and there are appropriate actions to progress areas of weakness or development needed. At West Park Primary School, the senior Lead Governor for safeguarding is Ray Priestman. The role of this individual is to:

- Ensure that trustees and local governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Ensure that in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Local Authority Designated Officer (LADO) and CEO should be informed this has taken place.
- Ensure that they hold the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by all the workforce in all of the above raised areas.

## **7. Information for Parents**

Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where a school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the Local Safeguarding Children Board procedures and inform The Children's Hub or police of their concern.

## **8. Procedures**

The Designated Safeguarding Lead (or deputy) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances where:

- there is suspicion that a child is being harmed.
- there is evidence that a child is being harmed.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Children's Hub if necessary. The Headteacher will be kept informed at all times.

### **1. Immediate Action to Ensure a Child's Safety**

Immediate action may be necessary at any stage in involvement with children and families.

**IN ALL CASES, IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD/REN i.e.**

- If emergency medical attention is required, this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
- If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via Police Protection Order.

## 2. Recognition of Abuse or Neglect

### Child Abuse and Neglect

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

[Working Together to Safeguard Children, 2010](#) sets out definitions and examples of the four broad categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories overlap and an abused child does frequently suffer more than one type of abuse. e.g. a child may be suffering physical and emotional abuse.

#### 2.1. Physical Abuse

Physical Abuse is a form of Significant Harm which may involve including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, including fabricating the symptoms of, or deliberately causing, ill health, to a child. (Working Together, 2010).

#### 2.2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may 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, though it may occur alone. (Working Together, 2010).

### 2.3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (Working Together, 2010).

### 2.4. Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Working Together, 2010).

N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.

### 3. What to do if children talk to you about abuse or neglect

It is recognised that a child may seek an adult out to share information about abuse or neglect with, or talk spontaneously individually or in groups when a member of your staff is present. In these situations, they must:

- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
  - They are glad they have told them;
  - S/he has not done anything wrong;
  - What they are going to do next.
  - Explain that they will need to get help to keep the child safe.
  - They must NOT ask the child to repeat his or her account of events to anyone.

The Designated Officer or Nominated Deputy must be made aware of any disclosures.

The Designated Safeguarding Lead (or deputy) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances where:

- there is suspicion that a child is being harmed.
- there is evidence that a child is being harmed.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Children's Hub if necessary. The Headteacher will be kept informed at all times.

#### 4. Consulting about the concern

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff may become concerned about a child who has not spoken to them, because of their observations of, or information about that child.

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff are concerned about a child, they must share their concerns. They should talk to the Designated Officer or the Nominated Deputy who will take the appropriate action.

If one of the people is implicated in the concerns staff can discuss their concerns directly with Children's Social Care in their Local Authority or their sector representative on the Local Safeguarding Children Board.

Our staff will consult externally with them in the following circumstances:

- we remain unsure after internal consultation as to whether child protection concerns exist;
- there is disagreement as to whether child protection concerns exist;
- staff are unable to consult promptly or at all with your Designated Officer;
- the concerns relate to any member of the school, speak directly to the LADO (Local Authority Designated Officer) within 1 working day

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Children's Social Care or the Police should progress.

**In Office Hours** *(Below are the details for Hartlepool and Stockton-On-Tees schools, Middlesbrough will differ and as such must amend this policy)*

**The Duty Team**, Tel: 01429 401844 or Tel: 01429 284284

#### **Out of Hours**

Children's Services Emergency Duty Team Telephone - 08702 402994

Police 101

#### 5. Making a referral



A referral involves contacting Children's Services or the Police, using the contact numbers shown above and giving information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. The Designated Officer will take the appropriate action according to the Tees LSCB's procedures using the safer referral form.

In certain cases, the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in the circumstances where:

- sexual abuse or exploitation\*\* is suspected;
- organised or multiple abuse is suspected;
- fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected;
- where forced marriage or cultural / honour based violence or FGM\* is suspected;
- where contacting parents / carers would place a child at further risk.

Inability to inform parents for any reason will not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom. Seeking advice from Children's Services about who will inform the parents in all circumstances is part of the referral process.

**If the concern is about abuse or risk of abuse from someone not known to the child or child's family, make a telephone referral directly to the police and advise the parents.**

If the concern is about abuse or risk of abuse from a family member or someone known to the children, make a telephone referral to Children's Social Care.

#### 5.1. Information required for referrals

Completing the multi-agency referral form is a requirement to confirm the referral.

Staff will give as much information as possible (in emergency situations all of this information may not be available). However, unavailability of some information should not stop anyone making a safer referral.

- Name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe.
- Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

#### 5.2. Action to be taken following the referral

Ensure that an accurate record is made and kept detailing your concern(s) made at the time (chronology of all actions and concerns leading to the referral).

Make sure the concerns are confirmed in writing to Children's Social Care following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

## **9. Safe Schools/Safe Staff**

Trustees and governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy.

### 9.1. Whistle blowing/confidential reporting

Ad Astra Academy Trust's whistle blowing/confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

### 9.2. Allegations Management

#### 9.2.1. Concern about another worker or professional

If anyone has a concern about a professional or volunteer where they have:

- Behaved inappropriately in a way that has harmed or may have harmed a child or
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

**The process for dealing with these types of concerns is now known as Allegations Management and all organisations should have clear guidelines how to deal with them.**

#### 9.2.2. Reporting Concerns

Ad Astra Academy Trust ensures that each school has a Named Senior Officer (NSO) who has responsibility for Allegations Management. This NSO should be advised of any allegations. To make sure the child is protected the Named Senior Officer will consider, after seeking advice from the Local Authority Designated Officer (LADO) if necessary, whether a serious criminal offence has been committed and if so s/he must inform the Police.

Regardless which organisation the Senior Nominated Officer is from they must inform the CEO and Local Authority Designated Officer for the Allegations Management. The LADO will advise on how to proceed, whether the matter can be dealt with within the organisations own arrangements or whether a multi –agency strategy meeting is required.

Where the LADO decides that the issue can be dealt with internally by the academy trust, the reasoning and advice will be recorded and sent to the CEO\* for the organisation, Children's Social Care and the Police Vulnerability Unit. The organisation must however comply with the timescales in the guidance and inform the LADO of the outcome of their investigation. \*Where the allegation is against the CEO this will be dealt with by the Chair of the Trust.

Where the LADO decides, the case needs to proceed to a strategy meeting s/he will make a referral to Children's Social Care and convene a strategy meeting in accordance with guidance.

Complaints made directly to the police will be reported to the LADO as soon as possible and again s/he will decide whether to hold a strategy meeting. This however will not prevent the Police interviewing the complainant if they feel this is appropriate.

Ad Astra Academy Trust will act on all allegations made against members of staff or volunteers.

### **9.2.3. LADO Contacts**

The numbers below are for Hartlepool schools, and each school must amend this section accordingly.

Phil Curtis email:

[Phil.Curtis@hartlepool.gov.uk](mailto:Phil.Curtis@hartlepool.gov.uk) secure email: [HSCB@hartlepool.gcsx.gov.uk](mailto:HSCB@hartlepool.gcsx.gov.uk)  
Telephone number: 01429 284284 or 01429 401844

Jane Groom email:

[jane.groom@hartlepool.gov.uk](mailto:jane.groom@hartlepool.gov.uk) secure email: [HSCB@hartlepool.gcsx.gov.uk](mailto:HSCB@hartlepool.gcsx.gov.uk)  
telephone number: 01429 284284 or 01429 401844

### **9.2.4. Complaints / Allegation Management towards or with a child or adult**

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the CEO must be informed and also the Chair of Governors.

Consultation without delay with the Local Authority Designated Officer Tel: 01429 401844 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Local Authority Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

[www.teescpp.org.uk/allegationsandconcernsagainststaff](http://www.teescpp.org.uk/allegationsandconcernsagainststaff)

## **10. Training and Support**

All staff members should be aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: the trust's Child Protection Policy; each school's Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body in consultation with the LSCB will decide the frequency and content of this CPD. In addition, all staff members should

receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

#### 10.1. Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Ad Astra Academy Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk>).

#### 10.2. Records and Monitoring

Well-kept records are essential to good safeguarding practice. Ad Astra Academy Trust is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the trust's information sharing and recording policies to ensure record keeping is compliant. Safeguarding Recording within Ad Astra Academy Trust schools is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving any school we follow the appropriate transfer procedures and retention guidelines.

#### 10.3. Attendance at Safeguarding Conferences

In the event of any trust school being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies will represent the school and/ or identify the most appropriate trained member of staff to provide information relevant to the child protection conference (initial/review). In the event that those staff members cannot attend, it may be necessary for an alternative trained member of staff from across the trust to attend.

#### 10.4. Supporting Children

Ad Astra Academy Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Their school may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

#### 10.5. Operation Encompass

Ad Astra Academy Trust recognises that children living in a home with Domestic Violence, could very well be victim to or witness to physical or emotional abuse in the home. Thus, the trust encourages all schools to register and support the Operation Encompass communication strategy to ensure School staff are fully aware of any instances of domestic violence in our children's homes. Schools who become an Operation Encompass (OE) partner work closely with the OE Lead with regards to DV incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

##### *Peer on Peer abuse*

Ad Astra Academy Trust also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an

appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See the trust Peer on Peer abuse policy for detailed information.

Therefore, Ad Astra Academy Trust will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of school's behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents, including the possibility of accessing play therapy.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Ad Astra Academy Trust recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must consider children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

Ad Astra Academy Trust also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

## **11. Links to other policies**

This policy must be read in conjunction with other related policies in each school.

These include:

- Robust School Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a single central record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require trustees/ governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2016.
- Ad Astra Academy Trust human resources procedures.
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings – October 2015. The trust and each individual school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- Each school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Each school's Behaviour Policy – inclusive of the Use of Reasonable Force/ Positive Handling.
- Each school's Anti-Bullying Policy – (Cyber bullying included in Trust's Online Safety Policy).
- Ad Astra Academy Trust Online Safety Policy.
- Each school's SEND Policy.
- Each school's educational visits/off site guidance reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- Ad Astra Academy Trust Peer on Peer Abuse Policy
- Ad Astra Academy Trust Photographic & digital imagery guidance and Responsible use of internet guidance, parental consent forms
- Ad Astra Academy Trust Administration of medicines guidance and procedures with trained staff who manage this.
- Ad Astra Academy Trust Pupils with medical needs guidance and implications for your workforce, pupils and partnership with parents.
- Ad Astra Academy Trust Attendance Management policy- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register.

- Ad Astra Academy Trust Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Ad Astra Academy Trust Complaints Policy
- Ad Astra Academy Trust Allegation Management Policy
- Ad Astra Academy Trust Confidentiality and Whistle blowing Policy.
- Ad Astra Academy Trust Information Sharing Policy (internal and external exchange of information)
- Ad Astra Academy Trust Looked After Children policy inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within LA who has responsibility for the LAC.
- Ad Astra Academy Trust Intimate care and care plan policies – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
  - Ad Astra Academy Trust Single equality scheme.
  - Each school's Spiritual, moral, social and cultural Curriculum inclusive of female genital mutilation, domestic abuse, child sexual exploitation, mental health and well-being and fundamental British values.
  - Ad Astra Academy Trust Prevent policy
  - Building design, access and management policy (including site security and visitors)

## **12. National Legislation & Local Guidance**

This policy has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

Keeping Children Safe in Education (September 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

Statutory Framework for the Early Years Foundation Stage, September 2014

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

ChildrenAct1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children –HM GOV (2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Local Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

CP Referral Form

New Multi Agency Referral Form to Children's Social Care - click here to [download the referral form](#)

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)



## **13. Appendix A- Professional Advice and Guidance**

### **1. Female Genital Mutilation**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, including so called 'honour based violence'. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate a risk, but if there are two or more indicators present this could signal a risk to a child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If a teacher, in the course of their work in the profession, discovers that an act of female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Any staff wanting further advice on FGM can contact the NSPCC helpline on 0800 028 3550.

**If staff members have any concerns regarding FGM; they must be discussed with the designated lead immediately.**

### **2. Child Sexual Exploitation**

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any signs of this abuse.

If staff members have any concerns regarding children who may be a victim of Sexual exploitation; they must be discussed with the designated lead immediately.

**If staff members have any concerns regarding CSE; they must be discussed with the designated lead immediately.**

### **3. Sexting**

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people

they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, Instagram, WhatsApp or Facebook Messenger. 90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. (See Sexting in schools and colleges: responding to incidents and safeguarding young people – UK council for Child internet safety)

**If staff members believe any children may be involved in sexting; the designated lead must be informed immediately.**

#### 4. Fabricated or induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

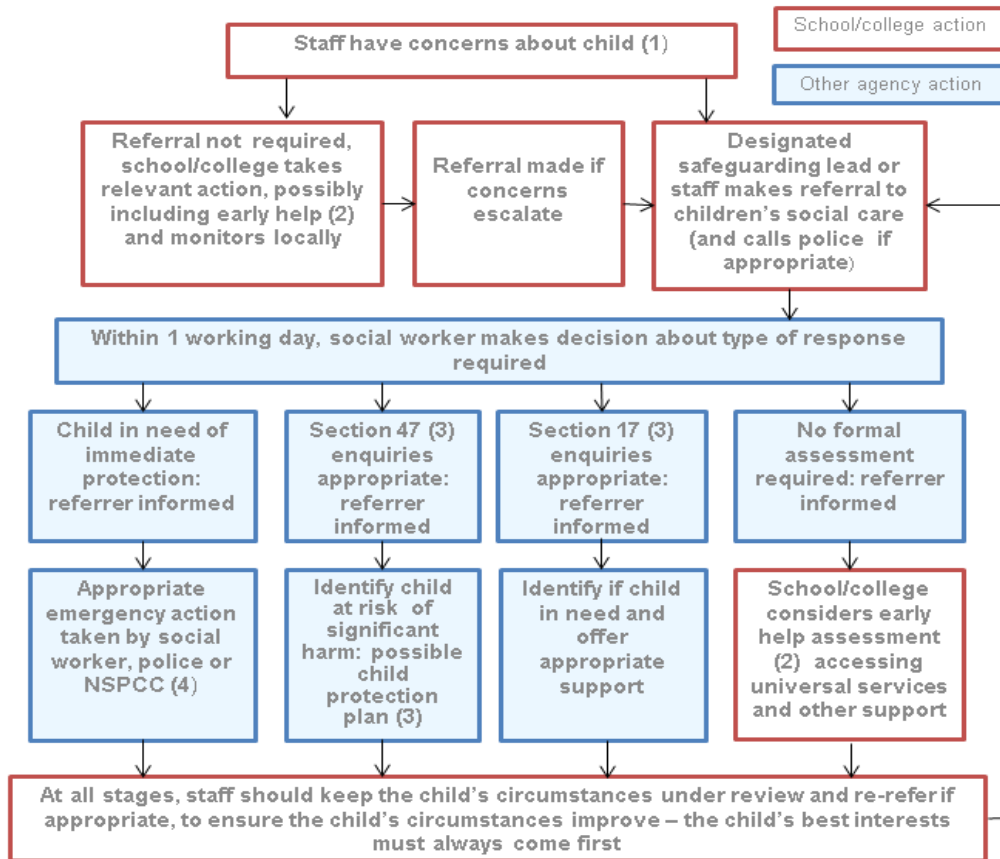
Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk – the two extremes being leaving a child for too long in a dangerous situation or removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs – including their capacity to keep the child safe from significant harm – and the wider family circumstances (Working Together, 2006).

**If staff members have any concerns regarding children who may be a victim of fabricated or induced illness; they must be discussed with the designated lead immediately.**

**14. Appendix B - Actions where there are concerns about a Child**

(From KCSIE September 2016, Page 10)

## Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
- (3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
- (4) This could include applying for an Emergency Protection Order (EPO).