

## Kincraig Primary School, Nursery and Children's Centre, Blackpool



# Pastoral Care & Child Protection Policy



## Pastoral Care and Child Protection – POLICY COMPONENT

This policy should be read in conjunction with;

- The PAN Lancashire Policy and Procedures for Safeguarding Children
- The government document 'What to do if you are worried a Child is Being Abused'
- July 2018 - Working Together to Safeguard Children
- Safer Working Practices Policy
- Managing Allegations Policy
- Care and Control Policy
- Keeping children safe in education (Sept 2018)
- PREVENT Policy - <http://www.lancshiresafeguarding.org.uk/media/4890/CSE-Strategy-Revised-Feb-2015.pdf>
- **(Children's centre only)** Feb 2018 - Blackpool Children's Centres Record Keeping Policy and Procedures
- School behaviour policy
- School policy for Children Missing in Education
- Staff code of conduct
- School SEND policy

The Blackpool Policy is based on the principles contained within the United Nations Convention on the Rights of the Child 1989, the European Convention of Human Rights, the Human Rights Act 1998, the Children Act 1989 and 2004 and the government document Working Together to Safeguard Children 2018. The guidance reflects, 'Keeping Children Safe in Education' 2018 and our responsibilities with regard to the Prevent Strategy 2015.

In this it states:

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
  - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- To try and enable children to have optimum life chances and to enter adulthood successfully.

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

All procedures within this policy are in keeping with all of the above.

## **Philosophy**

In order to maximise the potential for effective Pastoral Care and Child Protection procedures it is vital that there is one coherent policy and consistent procedures for all children within Kinraig Primary School and Children's Centre.

Pastoral care is the responsibility of all adults involved in our community, employees, students, volunteers, representatives of other agencies and governors.

Pastoral care is concerned with promoting the moral, social, physical and emotional well-being of children. This is best achieved in an environment in which children can grow in confidence, personal awareness and in self-esteem. Pastoral care incorporates Child Protection.

Child Protection is concerned with protecting from, being alert to and making appropriate responses to, possibilities of child abuse. Proactive pastoral care of children helps to strengthen a child's ability to prevent and/or report abuse.

Staff are also aware that children with special educational needs and disabilities can face additional safeguarding challenges.

## **Aims**

- To provide a caring and secure environment in which all children feel respected and valued.
- To teach and enhance each child's ability to ensure their own protection.
- To support and guide children who encounter difficulties, academic, physical, emotional, social or personal.
- To protect children from any form of abuse.
- To protect staff from wrongful allegations of abuse.
- To respond appropriately and effectively to concerns regarding a child's safety and security
- To develop parents' understanding of the school and centre's role in terms of pastoral care and child protection.

## **Content and Methodology – Pastoral Care**

We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have **to obtain an advanced DBS check and complete a Disqualification Declaration** (*to ensure staff and volunteers are not disqualified from working/volunteering with children under the Childcare (Disqualification) Regulations 2009*). Partner agencies are required to operate similarly safe procedures.

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Level 1 Child Protection training is provided for all staff and governors and Designated Safeguarding Lead for the Designated Officers, CP governor and other senior staff.

Close contact with parents is promoted throughout the school and centre. As well as formal parental consultation procedures we promote parental involvement, parents are constantly encouraged to discuss with school and centre staff, any concerns they have regarding their child, whether academic, social, medical or developmental.

Children's self-esteem and confidence is actively promoted through well planned learning experiences provided in the school and nursery through the positive interactions throughout the centre and school.

Some pastoral and behavioural information is collected and collated by the class teachers. All class teachers log pastoral / behaviour concerns on MY CONCERN, they record and date any concerns they have, together with all communications they have with parents concerning pastoral / behavioural issues. Items recorded could include changes in family circumstances, unusual behaviour, puzzling stories etc. Similar information is logged by the centre staff.

The designated person for child protection reviews this information and discusses with relevant staff on at least a half- termly basis to look for patterns for particular children or for families.

At the end of the academic year class teachers check their records are up to date, and pass these, along with any relevant pastoral care details to the designated person for child protection, who checks the information and passes the documentation to the next teacher with advice as to any necessary action the teacher needs to take over the coming year.

Year 6 teachers discuss relevant information with the secondary liaison teachers and, where necessary, written records are passed on to the appropriate school. The designated person is involved in these discussions for all children for whom there is a current pastoral concern.

When children in other year groups leave school the class teacher is responsible for ensuring that the records are completed and passed onto the office to be forwarded to the child's new school. The office staff inform the designated person of any children leaving so that he/she can liaise with the new school and pass on any relevant information.

When new children arrive at the school he/she reads the children's files, then passes them, along with any other relevant information to the class teacher.

## **Content and Methodology – Child Protection**

All staff, that is everyone in the School and Children's Centre, have a duty to protect children. In order to do this effectively they need to fully understand and follow the procedures within the policy.

The school and centre's role in child protection is three-fold:

- To develop children's self-confidence and self-esteem so that the possibility of them being abused is reduced and their ability and willingness to report abuse is enhanced.
- To monitor children for indications of abuse.
- To act as channels of communication between children, families and the agencies whose role it is to investigate and take action where there is a possibility of abuse.

We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have **DBS** clearance and complete a Disqualification Declaration. Partner agencies are required to operate similarly safe procedures.

Staff, governors and any volunteers deemed to need it, access the Child Protection training provided by the CSA. The Designated Officers and CP governor complete the Designated Safeguarding Lead training, and all other staff and governors Level 1 Child Protection training.

The Child Protection Officers, Child Protection Governor and Relevant CSA staff are named in the procedures section 1.

The Child Protection Officer is responsible for assessing the information regarding a Child Protection Concern, for making the decision regarding referral, for making the referral and for maintaining appropriate records regarding the concern. Before any of the persons authorised makes a referral s/he must make every effort to contact the Head Teacher and discuss the issue with her, if that proves not to be possible s/he must report the referral to at the earliest opportunity.

The designated governor for Child Protection is responsible for liaising with the Child Protection Officers over matters concerning child protection, and reporting to governors annually.

## **PRIVATE FOSTERING**

### **DEFINITION**

The Children Act 1989 Section 66 defines a 'privately fostered child' as:

A child who is under 16 years, or 18 if disabled, who is cared for and provided with accommodation by someone other than:

- His or her parent;
- Another person who is not his or her parent but who has **Parental Responsibility** for him or her;
- A child's relative - defined by the Children Act 1989 Section 105(1) as a grandparent, brother, sister, uncle or aunt (whether of full or half blood or by affinity (marriage) or civil partnership), or step parent.

**And** the child **has been** or **is intended** to be cared for and accommodated by that person for 28 days or more.

A child is **not** privately fostered if they are cared for in any of the following:

- Children's residential home/unit;
- School in which the child is receiving full-time education - residential or boarding school (but see 2.1 below in relation to school holidays);
- NHS hospital where the child is a patient for 28 days or more;

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- Residential care home, nursing home or psychiatric nursing home or in a home/institution provided, equipped or maintained by the secretary of state.

Nor is a child privately fostered if:

- The child is looked after by the local authority;
- Placed in the care of a person who proposes to adopt the child under arrangements made by an adoption agency in line with adoption legislation.

If a period of care lasts for 27 days or less but if it is intended that further periods are planned which total 28 days or more then private fostering procedures apply.

A break for a short period e.g. a weekend would not affect the total calculation of the number of days of placement. Such a break does not constitute the end of a private fostering arrangement.

Children under the age of 8 years cared for continuously for a period up to 27 days, which includes overnight stays, are subject of child minding regulations. If this timescale is exceeded, then this becomes a private fostering arrangement. The calculation of whether this period exceeds 27 days includes weekend and short stays that together total 28 days or more over a 12-month period.

A person who from the outset intends to foster a child for 28 days or more becomes a private foster carer on the day on which the child is first cared for

## 1. Our responsibilities

Kincraig Primary School and Children's Centre fully recognises its responsibilities regarding Private Fostering ensuring **DESIGNATED** staff are fully aware on how to identify a child/young person and the circumstances around Private Fostering. This includes a duty to report any instances to the local Authority if it is believed the child/young person is possibly living in a Private Fostering arrangement.

### 1.1 Our Policy

Under the Children Act, 1989, the Local Authority has a duty to make sure a Private Fostering arrangement that the child/young person is in provides for their needs and safeguards his/her welfare. If a member of Staff, Governor or Volunteer becomes aware that a child/young person may be living in a Private Foster arrangement it is the responsibility of that person to report the details to the Designated Safeguarding Officer who will then make further enquiries to try and establish the circumstances. The Designated Safeguarding Officer should seek advice from Children's Social Care as to whether the child/young person is in a Privately Fostered arrangement. If this is confirmed upon taking this advice a referral will be made by the Designated Safeguarding Officer to Children's Social Care. Kincraig Primary School and Children's Centre will work together with the Local Authority to help safeguard and promote the child/young person's safety and welfare.

### 1.2 Safeguarding Roles and Responsibilities

All Staff, Volunteers and Governors have responsibility for the following: • To ask parents/carers questions about their relationship with the child/young person if this is unclear, confusing or concerning. • To follow up any discussion with a child/young person about their living arrangement when it is unclear, confusing or concerning. • To have robust consent/trips/outings letters which clearly define the child's relationship to the adult giving consent. If a child or young

person is living in a Private Fostering arrangement: • To work with, monitor & report to the Local Authority ensuring the child/young person's needs, safety & welfare are being met whilst in a Private Fostering arrangement. • To assist with advising and supporting the carer(s) to undertake their duties whilst the child/young person is living with them in a Privately Fostered arrangement.

### 1.3 Management of the Policy

The Designated Safeguarding Officers will ensure they are familiar with this policy regularly updating all Staff, Governors and Volunteers regarding the legal requirements, and duties. Private Fostering Policy updated April 2015 Schools & Educational settings The SDL/S will endeavour to read and cascade information on Private Fostering to school staff on a regular basis. Designated Safeguarding officers will undertake the DSCB Private Fostering e-learning module ensuring a copy of their certificate is held on the School Safeguarding Training Portfolio. The Head Teacher will ensure that Private Fostering awareness forms part of Staff Safeguarding Induction and is included in the Safeguarding Training within the school.

The Head Teacher will report on issues or impact on the school in relation to Private Fostering to the Governing body.

### 1.4 Prevent Duty

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on the local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Kincraig Primary School and Children's centre is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

## **SAFEGUARDING PUPILS / STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

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

Kincraig Primary School and Children's Centre values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Kinraig Primary School and Children's Centre is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Kinraig Primary School and Children's Centre seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. (The Counter Terrorism and Security Act 2015)

Kinraig Primary School and Children's Centre recognises that there have been changes to the DfE Keeping children safe in education (Sept 2018) and seeks to protect children and young people from being misused and used to carry drugs or money from urban to rural areas. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>11</sup> 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; and
- 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.

We also recognise that we need to protect are children from homelessness, domestic violence and protect children who are missing from education. We do this by being vigilant and act straight away if we have any concerns. If a child has poor attendance then school will contact the relevant bodies (PWO) to help support families. We need to ensure that staff are trained in the appropriate areas. That we have staff who are trained to carry out risk assessments to support families and children after reports of sexual violence or sexual harassment.

It is vital that school has at least two emergency contacts for all children on role.

## **Risk reduction**

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

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This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

## **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Kinraig Primary School and Children's Centre is Karen Appleby (Head Teacher).

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

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

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

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

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.

Pupils 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 – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

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

### **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Kincaig Primary School and Children's Centre is Karen Appleby (Head Teacher), who is responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from

radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of Kincaig primary School and Children's Centre in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## **Vulnerability to Child Sexual Exploitation and Child Criminal Exploitation**

- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (CSE Feb 2017)
- Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate

recognition; for example being persuaded to post images on the internet/mobile phones without immediate payment or gain. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's or young person's limited availability of choice as a result of their social, economic or emotional vulnerability. Examples of child criminal exploitation are children being used to carry drugs or money from urban to rural areas.

### **Vulnerability to Female Genital Mutilation**

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. Such signs and symptoms can include difficulties urinating or incontinence, frequent or chronic vaginal, pelvic or urinary infections. Staff have the mandatory duty to report disclosures on FGM to the designated safeguarding lead.

### **Vulnerability to radicalisation or extreme view points**

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

### **Vulnerability to honour based violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

## **Aims**

- Kinraig Primary School and Children's centre aim ensure staff are aware of the Prevent Strategy (2015) and are able to protect children and young people who are vulnerable or at risk of being radicalised

## **Practice**

- We adopt safe recruitment and selection procedures for all staff and volunteers. All persons who work directly with children have DBS clearance and complete a Disqualification Declaration. Partner agencies are required to operate similarly safe procedures.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training
- The School and Centre provide a designated member of staff in school who children, young people, parents and teachers can approach regarding worries or concerns they have.
- Designated staff access all aspects of PROTECT training to support their role.

## **Managing Referrals**

- To refer any child/ren at risk of CSE, FGM being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

## **Raise Awareness**

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

## **Peer on Peer Abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse.

The School takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as "part of growing up" or "banter". The School has put in place safeguards to reduce the likelihood of peer on peer allegations and is alert to the indicators of abuse.

Incidents of peer on peer abuse will be dealt in line with the normal School safeguarding procedures. In dealing with peer on peer abuse, the School recognises: that peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected.

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk.

Assessment of an alleged perpetrator's needs will include consideration of: the nature, extent and context of the abusive behaviours; the young person's development and family and social circumstances; whether the

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young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk; the young person's need for services, both those which relate to his/her harmful behaviour and other significant needs; whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and whether action is to be taken within the criminal justice system. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures

Specific advice related to Blackpool and Lancashire can be found here -

[http://panlancshirescb.proceduresonline.com/chapters/p\\_peer\\_abuse.html?zoom\\_highlight=peer+on+peer](http://panlancshirescb.proceduresonline.com/chapters/p_peer_abuse.html?zoom_highlight=peer+on+peer)

### **Peer on Peer Abuse: Sexting – Specific Guidance**

There are a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

Incidents of sexting will be dealt in line with the normal School safeguarding procedures. In responding to a disclosure regarding sexting, the School will consider: Is the pupil making a disclosure about receiving an image, sending an image or sharing an image? What sort of image is it? Is it potentially illegal or is it inappropriate? How widely has the image been shared and is the device in their possession? Is it a school device or a personal device? Are there other pupils and/or young people involved? Do they know where the image has ended up?

In line with the revised Education Act 2011 and the Powers of Search Policy, the School may examine, confiscate and securely store a device if there is reason to believe it contains indecent images or extreme pornography. The School will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem. If any illegal images of a child are found, the school will consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing.

In making a decision to refer, the School will take into a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images. If the image has been shared across a personal mobile device, the School: will confiscate and secure the device(s); will not view the image unless there is a clear reason to do so; will not send, share or save the image anywhere; will not allow pupils to view, send, share or save the image. If the image has been shared across a school network, a website or a social network, the School: will block the network to all users and isolate the image; will not send or print the image; will not move the material from one place to another; will not view the image unless there is a clear reason to do so. The School will never print an image as evidence. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Pan Lancashire advice can be found using the link below.

[http://panlancshirescb.proceduresonline.com/pdfs/acpo\\_yp\\_post\\_indecent\\_images.pdf?zoom\\_highlight=sexting#search="sexting"](http://panlancshirescb.proceduresonline.com/pdfs/acpo_yp_post_indecent_images.pdf?zoom_highlight=sexting#search=\)

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Lancashire Constabulary's Multi Agency Child Sexual Exploitation team "Awaken" can be contacted by calling Duty and Assessment team on 01253 477299 for advice.

UKCCIS guidance on this topic can be accessed using the link below –

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### **Sexual Violence and Sexual Harassment**

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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. 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", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **Early Help**

Early Help is the term used to describe arrangements and services that identify the need for help for children, young people and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

- A multi-disciplinary approach that brings a range of professional skills and expertise to bear through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to build their own resilience and solve their own problems
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

### **Who will use the Early Help Assessment?**

Every manager offering services to children and young people should ensure at least some of their staff are equipped to undertake these assessments.

### **When should an Early Help Assessment be undertaken?**

Practitioners should consider undertaking an Early Help Assessment when children and families fall into the category on Blackpool's Continuum of Need where they are facing complex problems that require a coordinated response from a number of agencies.

Updated: 1.9.18

An Early Help Continuous Assessment should only be undertaken if it will help the child/young person. If it is identified a child or young person is suffering or at risk of suffering significant harm safeguarding procedures (as detailed below) should be followed.

Where there is a need identified for further support and/or it is identified a child or young person is suffering or at risk of suffering significant harm a DSL should quality assure the information prior to escalating to the Multi Agency Service Hub (MASH) - the main point of contact to assess and identify the appropriate service for the child and family.

If 'Neglect' is identified as an issue and there is an identified need to refer into Children's Social Care a 'Thriving families' checklist' must be completed and included with the referral. If 'Child Sexual Exploitation' (CSE) is identified again if a referral to the front door is needed then the 'Child Sexual Exploitation screening tool' will need to be included with the referral.

### **Working Together**

'Working Together' also outlines the 'continuum of need' "Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above. Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering or likely to suffer significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

### **Quality Assurance**

Recording of case files is monitored through supervision to ensure accuracy of chronological information and quality of recording with the wishes and feelings of the child/children recorded where at all possible.

Children's Centre files should comply with Blackpool's Record Keeping Policy and procedures (Feb 2018).

### **Early Help Assessment Storage**

All children, young people and families who are receiving support through the Early Help Assessment process should have an individual case file, which contains all information about the support they have received. This should include:

- The Early Help Assessment
- Copies of all action plans
- Any additional correspondence relating to the assessment/action plans

**Early Help Assessment** files should be stored in secure locked cabinets which adhere to the principles of data security under the Data Protection Act 1998.

### **Protection of Staff and Pupils**

In order to minimise the potential for abuse by any adult in the centre or school and to maximise the protection of adults from wrongful allegations of abuse, the following procedures should be followed:

- When changing for P.E. children should be encouraged to be as independent as possible.
- When attending the swimming pool it is necessary to monitor the changing facilities in order to ensure the safety of the children. Teachers will patrol the exterior of the changing rooms and only enter a cubicle if it is essential, only then after alerting children they are about to do so. They will ensure the cubicle door is open and more than one child is present. They will alert other staff to come to help if necessary. All staff should work in accordance to School Swimming Policy Section 6.2 Changing rooms.
- Individual staff should be alone with an individual child as little as possible. In situations where this is not possible a door should be left open.
- In school staff should not sit children on their knees. If a child is distressed it is appropriate to extend a comforting arm around their shoulder. For younger children it is appropriate to hold them by the hand. In nursery it is appropriate for staff to sit children on their knee and carry them.
- Children are not physically restrained, except to protect them from harming themselves or others, or significantly damaging resources. When this is necessary the minimum force necessary should be used, see Care and Control Policy.
- If a child receives an injury to a part of the body covered by outer clothing, then the child is permission to look at the injury is asked for. Two members of staff should be present. Similarly, if a school age child has a “toilet accident” which requires assistance from a member of staff, another member of staff attends to observe. The child should be made aware of what is happening. Where the child has a Medical Care Plan staff need to adhere to the actions as stated.

### **Use of cameras and mobile phones to take images**

Everyone who works in school and the centre has a responsibility to be aware and report any inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Working with children, both in school and the children’s centre, staff will need to take and record images of children. Parents are informed at the start of the year regarding the taking of images; we also follow Blackpool Borough Council guidance with regards to fair processing notices and are registered with the data controller. Parents give their permission for the use of children’s images at the start of the academic year, particularly if they are to be published on the internet. We will seek LA advice as to the storage of and access to images taken and when those images should be destroyed. It is not appropriate for staff to retain images of children on their own phones/cameras – if such images are taken they must be fully deleted with another member of staff witnessing this. Images can be stored by staff on their school laptops.

**This means adults should:**

- Avoid making images in 1-1 situations which show a single child with no surrounding context.
- Ensure the child or parent understands why photos are being taken and has agreed to this.
- Only use equipment provided by school/children's centre unless in emergency and then ensure images are deleted from personal equipment once saved to school property.
- Be clear about the purpose of images taken and be able to justify any images of children in their possession.
- Not distribute any images of children unless they have the consent of the parent.
- Ensure their phone is password protected

Please see the Safer Working Practices Policy for more details.

## **Responsibility of Partner Agencies**

Promoting children's wellbeing and safeguarding them from harm depends upon effective information sharing, collaboration and understanding between agencies and professionals. Staff and volunteers from partner agencies undertaking Children's Centre work in school, in the centre or through outreach must follow their own agency's policy **and this policy**, i.e. they may make their own referral according to their procedures, but they must formally report any incident and action taken to our Designated Person.

## **Confidentiality**

**All information regarding Child Protection and the continuous assessment process for both school and children's centre is kept in secure areas and can only be accessed by the Designated Officer Karen Appleby (Headteacher), Lucy Cross (Deputy Headteacher), Richard Aspden (Assistant Head), Children's Centre Manager Kim Gill and Angela Pacey (Pastoral Care Coordinator).** Information is only conveyed to other staff on the site on a 'need to know' basis, to the extent necessary to ensure they 'are able to care for the child and keep him/her safe. Information regarding a child will not normally be disclosed to other professionals or agencies without the prior approval of the family. However if disclosure is necessary to safeguard a child or children then information will be passed on. School follows the guidance set out in 'Information sharing: advice for practitioners providing safeguarding services 2018'.

## **Monitoring, Evaluation and Review: Pastoral Care and Child Protection**

The policy and procedures will be monitored by the Child Protection Designated Officers, the Head teacher, the Designated Governor and the Chair of Governors.

The Pastoral Care Coordinator/ Child Protection Designated Officers meet with the Designated Governor on an annual basis to update him/her on procedures, their effectiveness and the impact on school and centre of the previous year's pastoral issues. This discussion will also include information on:

- staff training
- policy changes
- school procedures and their effectiveness

Updated: 1.9.18

- impact on school and Centre of pastoral issues
- number of incidents over year
- how pastoral care has been enhanced through the curriculum

The Child Protection Designated Officer meets with the Extended Services Co-ordinator on a weekly/fortnightly basis, to discuss all children who are a pastoral care concern. The policy will be reviewed annually, or before if there are any changes in legislation.

Policy last updated 01/09/18

The Pastoral Care and Child Protection Policy at Kincaig Primary School and Children’s Centre will be reviewed and modified annually, or before if there are any changes in legislation.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy – Mrs Karen Appleby

Policy adopted by the Governing Body – **September 2018**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Date	Proposed Amendment	Signed

## PROCEDURES SECTION 1

### CONTACTS

The Designated Child Protection Officers for KinCraig School & Children's Centre is

<b>Headteacher</b>	- Karen Appleby - 01253354059
<b>Children's Centre Manager</b>	- Kim Gill - 01253354059

In the absence of the designated persons concerns should be directed to the following people who are also authorised to make referrals -

Authorised to make referrals on behalf of the School and Centre is:

<b>Deputy Headteacher</b>	- Lucy Cross - 01253354059
<b>Assistant Headteacher</b>	- Richard Aspden - 01253354059
<b>Pastoral Care Coordinator</b>	- Angela Pacey - 01253354059

Other contacts for particular reasons as detailed in this policy are:

- **Executive Director of Education and Children's Services, Dianne Booth - 01253 476530**
- **OFSTED - 08456014771**
- **Safeguarding & Quality Assurance – Senior Service Manager – social care Cindy Cook - 01253 477094**
- **Principal Social Worker Josephine Lee - 01253 476827**
- **LA Designated PROTECT named person - Paolo Pertica**
- **LA Designated PREVENT named person – Peter Charlesworth -01253 477541**

**For children - Paul Turner**

### **THE COMBINED REFERRAL SERVICE OFFERS A SINGLE POINT OF ACCESS FOR THE DUTY SOCIAL CARE TEAM FOR BOTH DAILY AND OUT OF OURS COVER**

- **Combined referral service -01253 477299**
- **Combined referral service (Emergency Out of Hours) -01253 477299**
- **The designated governor responsible for Child Protection is Roy Lewis -01253354059**

## PROCEDURES SECTION 2

### POSSIBLE SIGNS OF ABUSE

2.1 The following table gives some examples of possible abuse. The examples given are not meant to be exhaustive. When making professional judgements around signs and symptoms of abuse it is crucial that all available information and presenting injuries or behaviours are considered and that they are considered in the context of the child’s overall development- both physical and psychological.

Possible signs of physical abuse	Possible signs of emotional abuse
<ul style="list-style-type: none"> <li>• unexplained injuries or burns, particularly if they are recurrent</li> <li>• parents refusal to discuss injuries untreated injuries or lingering illness not attended to admission of punishment which appears excessive</li> <li>• shrinking from physical contact fear of returning home or of parents being contacted</li> <li>• fear of undressing</li> <li>• fear of medical help</li> <li>• aggression or bullying overly-compliant behaviour or a watchful attitude</li> <li>• running away significant changes in behaviour without explanation</li> <li>• deterioration in work</li> <li>• unexplained pattern of absences which may serve to hide bruises or</li> <li>• other physical injuries</li> </ul>	<ul style="list-style-type: none"> <li>• continual self-deprecation</li> <li>• fear of new situations</li> <li>• inappropriate emotional responses to painful situations</li> <li>• self-harm or mutilation</li> <li>• compulsive stealing or scrounging</li> <li>• drug or solvent abuse</li> <li>• “neurotic” behaviour – obsessive rocking, thumb-sucking, and so on</li> <li>• air of detachment – “don’t care” attitude</li> <li>• social isolation – does not join in and has few friends</li> <li>• desperate attention-seeking behaviour</li> <li>• eating problems, including over-eating and lack of appetite</li> <li>• depression, withdrawal</li> </ul>
Possible signs of neglect	Possible signs of sexual abuse
<ul style="list-style-type: none"> <li>• constant hunger, tiredness</li> <li>• poor personal hygiene</li> <li>• Inappropriate clothing frequent lateness or non-attendance at school etc</li> <li>• untreated medical problems</li> <li>• low self-esteem</li> <li>• poor social relationships</li> <li>• compulsive stealing or scrounging</li> </ul>	<ul style="list-style-type: none"> <li>• bruises, scratches, burns or bite marks on the body</li> <li>• scratches, abrasions or persistent infections in the anal or genital regions</li> <li>• sexual awareness inappropriate to the child’s age – shown for example in drawings, vocabulary, games and so on</li> <li>• frequent public masturbation</li> <li>• attempts to teach other children about sexual activity</li> <li>• refusing to stay with certain people or go to certain places</li> <li>• aggressiveness, anger, anxiety, tearfulness withdrawal from friends</li> </ul>

## PROCEDURES SECTION 3

### 3. IMMEDIATE ACTION TO BE TAKEN ON IDENTIFICATION OF A CHILD PROTECTION CONCERN

- 3.1 Any member of staff who identifies a child protection concern should alert the senior person in the location to the need to inform the Child Protection Designated Officer of a concern. That person should contact the Child Protection Designated Officer and request she comes to discuss with the member of staff.
- 3.2 The member of staff immediately records all information s/he has on the Incident form.
- 3.3 The completed 'Incident form' is given to the Child Protection Designated Officer and discussed with them.
- 3.4 The Designated Child Protection Officer discusses with the member of staff the information received and assesses the situation.
- 3.5 If a referral is to be made the Child Protection Designated Officer will telephone the Young People's Social Care Reception Team to make a verbal referral. The time of the referral and the name of the Social Worker spoken to should be recorded on the **Continuous Assessment Document (CAD)**.
- 3.6 The identified concerns should be explained to the Social Worker, giving as much information as possible. The Social Worker should be asked for advice on any concerns about the immediate course of action, for example, if a child is in the school or centre and the parent is due to collect them.
- 3.7 The Child Protection Designated Officer will follow up the verbal referral with completion of a **CAD**. The completed form will then be sent (preferably by fax) to the Reception Team on the same day if possible but no later than 24 hours after the verbal referral.
- 3.8 The consent of a parent/carer is not required to make a child protection referral and will not be sought if :
  - Doing so may increase the risk of significant harm to the child;
  - May impede an investigation;
  - It could result in undue delay which would not be in the child's best interest.
- 3.9 If the person making the referral is not the overall Child Protection Designated Officer they should inform him/her of the concern as soon as possible and pass relevant documentation to him/her. He/She will inform other staff on a 'need to know basis'.
- 3.10 The Child Protection Designated Officer will retain copies of the completed 'Incident form' and **CAD**.

## 4. RESPONDING TO DISCLOSURE OR REPORTED ABUSE

### 4.1 Direct disclosure from a child: In responding to direct disclosure of abuse from a child:

#### Remember

- children may be afraid they will not be believed
- children may be afraid they will be blamed
- children may be afraid their family life will be disrupted.

#### Do

- take the disclosure seriously
- tell the child that you believe her/him
- say that you are sorry that this has happened to her/him
- tell the child that it is not her/his fault
- say that you are glad she/he has told you
- say that to help her/him you are going to have to tell someone else
- keep an open mind
- listen carefully to what you are told and record it as soon as possible
- look after yourself – disclosure will have a major effect on you – talk to your line manger

#### Don't

- ignore it
- deny the child's feelings or imply she/he is lying
- agree that it is a secret and you won't tell anyone else
- ask leading questions
- fish for information
- inflict your suspicions on the child

Children need to understand the extent and nature of their involvement in any subsequent decision making and planning, including the fact that ultimately decisions will be made in the light of all available information including theirs, that from their family and from all agencies involved.

### 4.2 Abuse Reported by a Third Party

In responding to an allegation of abuse reported by a third party:

- listen carefully to the information given and record it on an 'Incident form';
- ask the informer to contact the Children and Young People's Department; Social Care Division or the Police directly;
- if the informer is an adult (parent, relative, non-professional), tell them that you have a duty to refer to the Children and Young People's Department; Social Care Division;
- pass the completed 'Incident Form' to the Designated Child Protection Officer. The Designated Child Protection Officer should then relay the information to the Social Care Division on a **CAD**;
- if the informer is a child, support the child in the process of contacting the Young People's Department; Social Care Division;

- if the informer is another professional, request that they make a direct referral to the Social Care Division following their agency's procedures. Ask the other professional to inform Kinraig's Designated Officer to confirm they had made a referral. If this confirmation is not received contact Social Care Division to check if a referral has been made. If this is not the case consider whether to make the referral.

### 4.3. Allegations Of Child Abuse By Staff Or Volunteers

**4.3.1 Internal** – Inform the Head teacher immediately. He/She will contact the Director of Education, and the Chair of Governors. Together they will assess the situation and make the necessary referrals, including Social Care Division, Police, and OFSTED. If the allegation is against the Head teacher the person raising the concern should contact either the Chair of Governors or Director of Education and Children's Services who will meet and take the appropriate action. Read in line with Allegations against staff policy.

**4.3.2 External** – complainants should be encouraged to go directly to the Social Care Division but if they are unwilling, all complaints must be referred to the Child Protection Designated Officer who will then inform the Social Services Department.

### 4.4. Whistleblowing

4.4.1 Employees are often the first to realise that there may be something seriously wrong within the School. **Normally, employees would be expected to raise any concerns initially with their Head Teacher.** However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the School. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

4.4.2 The School is committed to the highest possible standards of openness, professionalism and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of the School's activities or those who work for the School, to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis and anyone who raises a concern is protected by the Public Interest Disclosure Act 1998.

4.4.3 The School recognises that the decision to report a concern can be a difficult one to make especially for staff who are new to the School. If what you are saying is true, or your suspicions are reasonable, you will have nothing to fear because you will be doing your duty to your employer and to those for whom you are providing a service. In fact, you may be making yourself vulnerable if you do not raise the alarm.

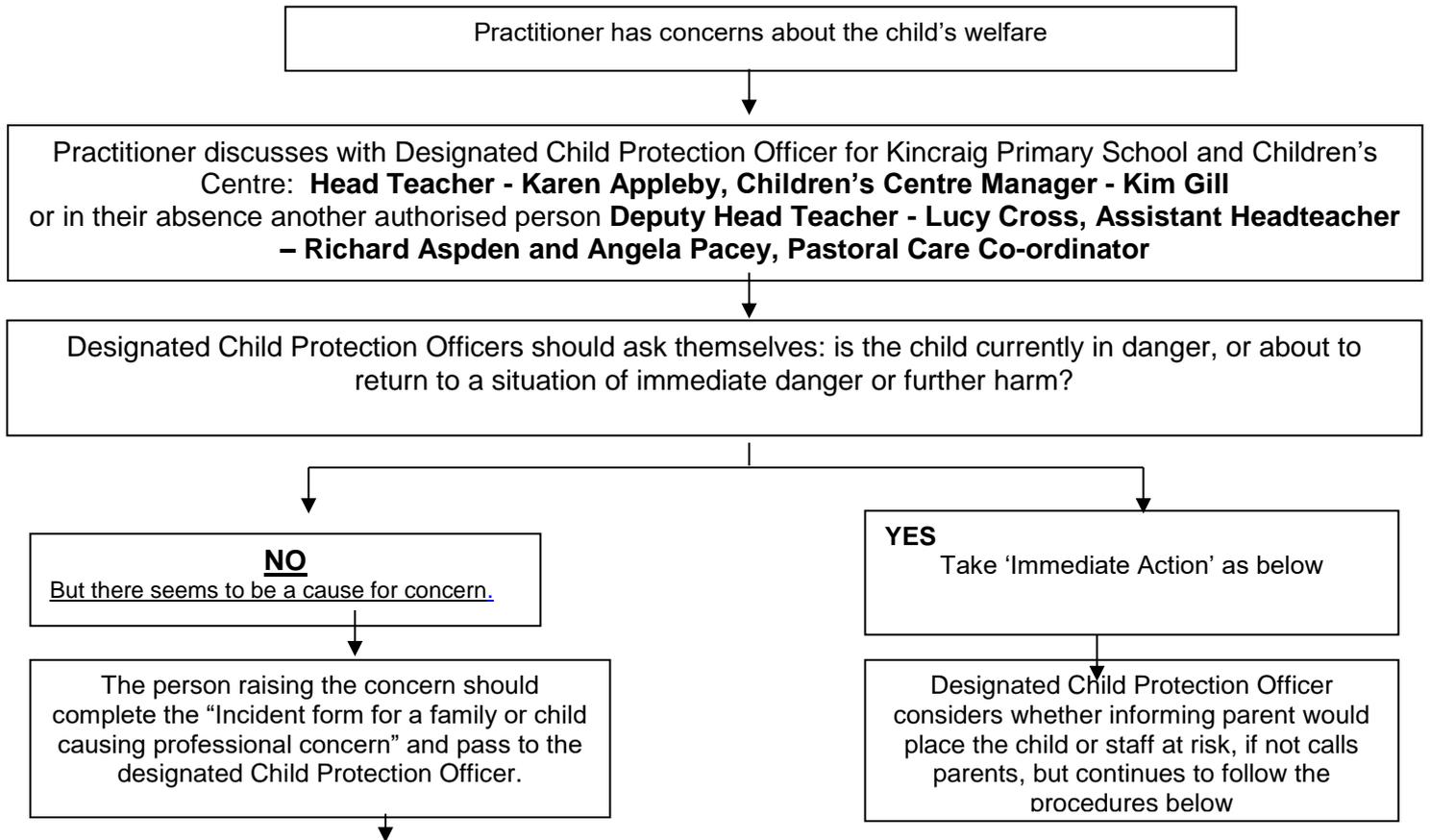
**4.4.4 The School will not tolerate or allow any form of harassment, victimisation or discrimination (including informal pressures) and will take appropriate action to protect you when you raise a concern. If there are any intimidatory threats or instances of**

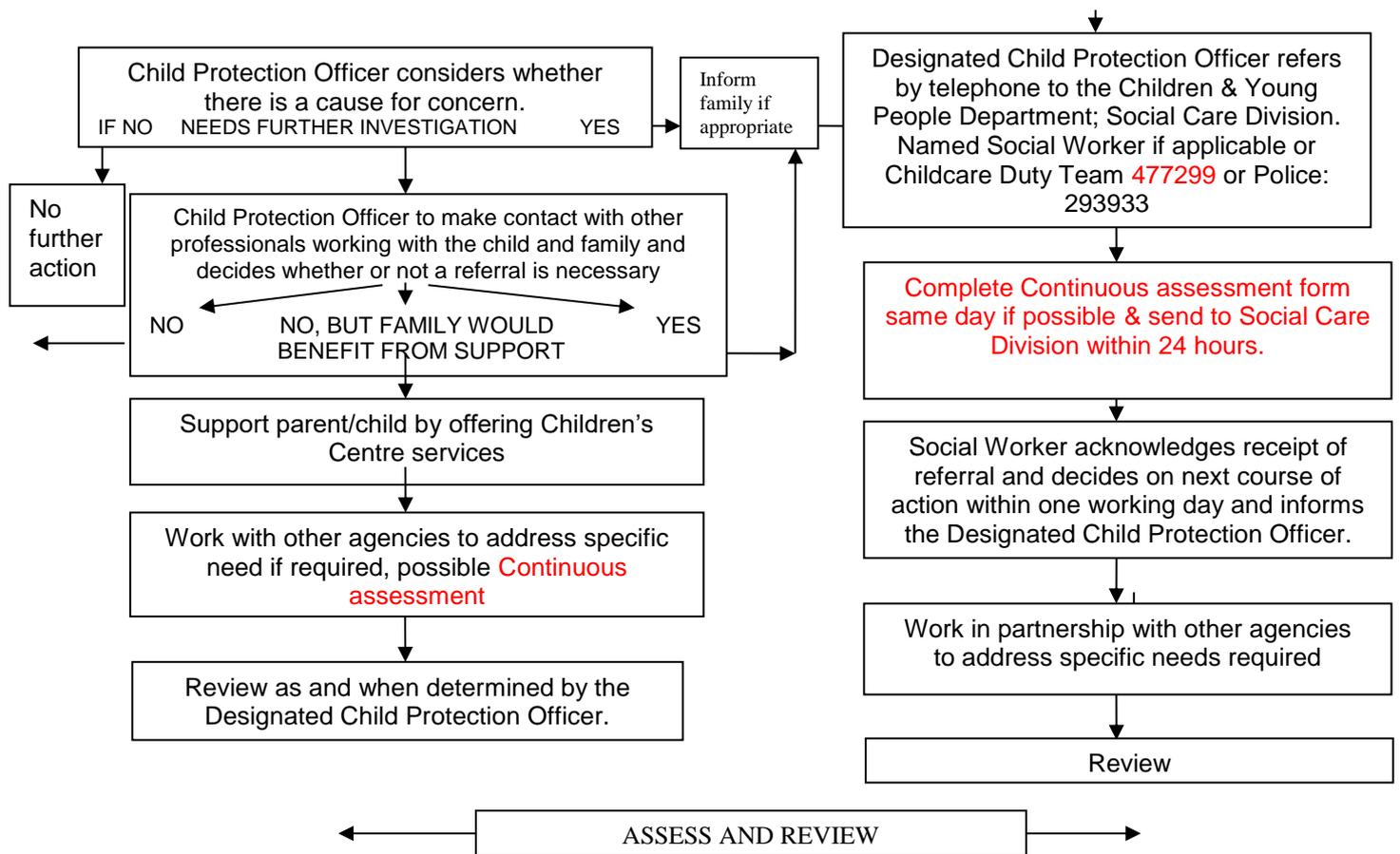
harassment/victimisation/discrimination against a 'whistleblower' the School will take appropriate disciplinary action against the individual(s) concerned.

### PROCEDURES SECTION 5

#### A FLOWCHART FOR WHAT TO DO IF YOU IDENTIFY CHILD PROTECTION CONCERNS

the following steps should be taken if staff have any concerns, evidence of or disclosure of child abuse





**PROCEDURES SECTION 6**

**Blackpool's Threshold's for Intervention Model**

**Level 4**

Children at risk of significant harm/or has suffered abuse and for whom there is continued risk.

Indicators include:

- Child in household where parents/carers have mental health, substance dependency or domestic abuse issues which put child at risk of significant harm.
- Persons identified as posing a risk to child identified as living in the house.
- The child's life is endangered.
- There is evidence of serious or significant injury or illness.
- The possibility of non-accidental injury.
- Evidence of gross neglect.
- Children who are persistently missing from home and who put themselves at significant risk.
- Actually homeless and no housing agency able or willing to assist.
- Unsanitary or dangerous home conditions.
- Sexual exploitation and/or abuse.
- Serious injury/harm/abuse to self or other.
- Seriously challenging behaviour.
- A child abandoned.
- Life threatening drug abuse.

Updated: 1.9.18

- Trafficked child.
- Risk of long-term psychological damage/deprivation.
- Significant impairment of physical/emotional development.
- Damaging history of separations.
- Children at risk of forced marriage.
- Children who abuse other children.

### **Level 3**

Children whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development.

Level 3b – Indicators include:

- Children with disabilities.
- Children with high level needs whose parents, for whatever reason, are unable to meet those needs.
- Children from families where there has been one serious or several significant instances of domestic violence.
- Children where the Continuous Assessment has no significant impact.
- Children who have been subject to a CP Plan, or who have been previously looked after where there are new/further concerns.
- Children with high level/ un-assessed needs whose parents have a history of non-engagement with services, or fail to recognise concerns of professionals.
- Pregnant women where the safety of the unborn child might be compromised.
- Children in families experiencing a crisis that is likely to result on a breakdown of care arrangements.
- Persistent and serious offending.
- Unaccompanied asylum seekers.

Level 3a – Indicators include:

- Children who are persistently going missing from home.
- Children with a significant emotional and or behavioural disorder.
- Young carers.
- Children with chronic absence from school.
- Children in families without permanent accommodation.
- Children with chronic ill health/terminal illness.
- Children involved in substance misuse.
- Child in households where parenting is compromised as a consequence of parental discord, mental health, substance misuse or domestic abuse, although child's needs are not at a high level.
- Children and young people involved in acrimonious contact/residence disputes.
- Children who are experiencing adverse effects from bullying.

### **Level 2**

Updated: 1.9.18

Disadvantaged children who would benefit from extra help – to make the best life chances. Services operating at a preventative level.

Indicators include:

- Parents unable to secure some aspects of health or development; poor health; poor school attendance.
- Inappropriate age related behaviour, which is difficult to handle.
- Inhibited/restricted development opportunities in own home and community.
- Demands of caring for another person undermining aspects of health and development.
- Poor standard of physical care or health causing concern; unhealthy diet; unsatisfactory accommodation.
- Insufficient stimulation to achieve full potential; no opportunities to play with other children; experiencing difficulties in relationship with peers.
- Scape-goating or victimisation causing emotional harm including continual/regular periods of stress, conflict, tension causing instability and insecurity in relationships; absence of appropriate stimulation.
- Relationships strained; normal health and development constrained by environmental circumstances and/or limited play opportunities.

### **Level 1**

All children within the borough and who are routinely in receipt of community services. Assumes backdrop of universal Education and Health services.

#### **STAFF ACCEPTANCE OF POLICY**

I have read and understood the Pastoral Care and Child Protection Policy for Kinncraig Primary School and Children's Centre. I undertake to operate within its requirements.

Name	Signature	Date


Name	Signature	Date

