



RUTLAND AND DISTRICT  
SCHOOLS' FEDERATION

# SAFEGUARDING IN EDUCATION TRAINING BOOKLET

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## CHILD PROTECTION

This section provides an overview of child protection and your broad responsibilities while on the Federation site. All staff should read Part One and Annexe A of the Government legislation, Keeping Children Safe in Education September 2023.

All schools have a Designated Safeguarding Lead (DSL) and it is to this person or the Safeguarding Officers that you must promptly report in writing any concern about a child's safety or welfare.

### Name of Designated Safeguarding Lead:



Catmose College  
Claire Pugh



Catmose Primary  
Kelly Jackson



Catmose Primary  
Rachel Coyne



Harington School  
Chris Raine

### Safeguarding Officers:



Catmose College  
Valda Austin  
Admissions Manager  
and DSL



Catmose College  
Liam Batkin  
Senior Assistant  
Principal



Catmose College  
Alice Beckwith  
Vice Principal

## What you should do:

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- Report any concern using CPOMS or email [safeguarding@catmosecollege.com](mailto:safeguarding@catmosecollege.com).
- Keep information confidential and only advise people who need to know.
- Do not investigate, question or interrogate the child or talk to their parents.

## If a child tells you about abuse:

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- Treat it seriously, reassure the child.
- Do not promise confidentiality, as you will have to pass the information on.
- Write the child's own words as far as possible in the account you give to the DSL.

## What happens next?:

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- The DSL will take a view as to whether a referral to social services is necessary.
- If you feel you cannot report the concerns to the DSL or you are still worried about the safety of the child you must still take action – report to the Head of School if they are not the DSL or to Children's Duty on 01572 758 407.

# SIGNS AND INDICATORS OF ABUSE AND NEGLECT

## NEGLECT

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- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Left in circumstances without appropriate adult supervision which is likely to endanger the child

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve the parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment. Neglect is also failure to protect a child from physical harm and emotional harm or danger, ensuring adequate supervision, including the use of inadequate care-takers, or access to appropriate medical care or treatment. Neglect can also be an unresponsiveness to a child's basic emotional needs.

## SEXUAL ABUSE

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- Promiscuity
- Victim of exploitation
- Provocative sexual behaviour
- Pregnancy
- Eating disorders
- Tiredness, lethargy and listlessness
- Over-compliant behaviour
- Unexplained gifts or money
- Depression
- Self-harm

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.

## PHYSICAL ABUSE

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- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Aggression/bullying behaviour
- Significant change in behaviour without explanation

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

## EMOTIONAL ABUSE

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- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing or scrounging
- Drug/solvent abuse
- Air of detachment
- Social isolation, depression, withdrawal
- Exploitation or corruption of children
- Seeing or hearing ill treatment of someone else
- Victim of bullying

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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.

## ABUSE OF CHILDREN WITH A DISABILITY

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Children with a disability are especially vulnerable to abuse. Some reasons:

- Fewer outside contacts
- May have to receive intimate care
- May have impaired capacity to resist abuse
- May have communication difficulties which may make it hard to tell others
- May be more vulnerable to bullying and intimidation.

## What is Child Criminal Exploitation (CCE)

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Child Criminal Exploitation (CCE) is a type of child abuse where children are manipulated and coerced into committing crimes.

Criminal exploitation takes many forms, the most commonly known relating to the supply and movement of drugs, often referred to as County Lines, offences in relation to guns and other weapons, money laundering, violent offences and in some cases Cuckooing where criminals forcibly take over control of a person's home.

## What is County Lines?

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County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries, usually by children or vulnerable young people who are coerced into it by gangs. The 'County Line' is the mobile phone used to take the order of drugs.

## What is Child Sexual Exploitation? (CSE)

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Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called Grooming. They may trust their abuser and not understand that they're being abused.

Children and young people can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

## What is Voyeurism?

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Voyeurism is when someone gets sexual pleasure from watching, photographing or recording others doing something that's usually private, for example when they're naked or having sex. Voyeurism is an offence if it is done without the person's permission. The offence includes photographing or filming others for someone else's sexual pleasure.

## What is Filtering and Monitoring?

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Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems.

## What is Upskirting?

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'Upskirting' is an informal term for a type of voyeurism when someone uses equipment like a camera or mobile phone to take photos or videos underneath a person's clothes, without their permission.

It's not limited to women wearing skirts or dresses and applies to anyone wearing kilts, shorts, trousers or any other clothes.

Upskirting often happens in crowded places like public transport or music festivals, which can make it difficult to notice.

Upskirting is an offence whether it's done for sexual pleasure or to humiliate or upset someone.

## What is Female Genital Mutilation? (FGM)

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FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.

FGM is a form of child abuse. It's dangerous and a criminal offence in the UK. We know there are no medical reasons to carry out FGM it's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained it's used to control female sexuality and can cause long-lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman's life, including:

- when a baby is new-born
- during childhood or as a teenager
- just before marriage
- during pregnancy.

## What is PREVENT?

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Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works with individuals and communities by using voluntary early intervention to encourage them to challenge extremist and terrorist ideology and behaviour.

## WHAT SHOULD I LOOK OUT FOR AS SIGNS OF INVOLVEMENT IN SERIOUS CRIME?

### Vulnerability Indicators: Home environment

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- A child who comes from an unstable family environment or where there is conflict between parents/siblings.
- Has suffered neglect, maltreatment, physical or sexual abuse.
- Absence of any parental attachment to the child and a lack of emotional care.
- Whose parent(s) do not provide positive role model behaviours; are unable to communicate effectively with the child; provide poor discipline; do not give guidance or set proper boundaries.
- Whose parents replace positive discipline with uncaring harsh or violent punishment.
- Has a parent(s) who has alcohol, substance, drug or mental health issues.
- Has witnessed domestic violence or violent conflict.
- Comes from a broken home, is separated from a parent or has a parent in prison.
- Lives with a gang member or who has family members involved in gang activity and criminality.
- Is exposed to violent media.
- Personal issues.
- Who has suffered traumatic life experiences.
- Has a low academic achievement, significant levels of truancy and unauthorised absences; has a poor attendance record or is regularly excluded from school (school exclusion is a high vulnerability factor).
- Is within the care system; and/or is historically involved with social services.
- Has a history of going missing (research shows that the peak ages of running away and becoming involved with gangs are the same - 15 years).
- Feels socially isolated; is bullied or bullies others.
- Has learning disabilities or difficulties.
- Has mental health issues, depression or behavioural problems.
- Is vulnerable to peer pressure and intimidation.
- Has poor self-esteem.
- Has a lack of ethnic identity or feels socially isolated with no support.
- Is unable to regulate own emotions and behaviour, displays anger and resentment towards society or demonstrates physical violence and aggression.
- Has alcohol or drug issues.



## Community

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- Lives in an area with high gang activity.
- Has become involved in antisocial and criminal behaviour early, which has led to persistent offending and juvenile convictions.
- Associates with friends, peers who are involved in antisocial and aggressive behaviour.
- Lives in an area where drugs are readily available; or is exposed to drug use.
- Lives in areas with high levels of poverty, unemployment, social housing and crime.
- Comes from communities who have experienced war situations prior to arrival in the UK or groups more likely to tolerate crime.
- Has no positive role models in the community.
- Comes from an area which lacks diversionary activities (e.g. youth services).
- Lacks aspirations, has little or no job prospects, is likely to become unemployed.
- Attends a school where gang recruitment is known to occur.
- Has no or little of access to productive social activities and opportunities.
- Has disengaged from support services.

## SAFER WORKING PRACTICE

This section summarises some key points from the Government endorsed document 'Guidance for Safer Working Practice for those who work with Children and Young People in Education Settings' (October 2015). You should read the whole document. This is your code of conduct or staff behaviour policy.

Breaches of the guidance could result in criminal or disciplinary action being taken.

### Definitions

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**Staff** includes all adults working with children in whatever capacity or setting, paid or unpaid.

**Children** includes children and young people in education settings under 18 and safeguarding guidance also applies to students who have reached the age of 18 in these settings.

### Underpinning principles – Staff should:

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- Be aware that the welfare of the child is paramount.
- Understand their responsibilities to safeguard and protect children.
- Be responsible for their own actions and behaviour, and avoid any conduct which could lead any reasonable person to question their motives and intentions.
- Apply the same professional standards regardless of age, disability, race, colour, ethnic or national origin, gender, religion or belief, sexual orientation, marital status or trade union membership.

### Concerns about the conduct of a member of staff:

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- Any concern that indicates that a member of staff or volunteer may be a risk to children must be reported to the Executive Principal immediately. Reports of what has been said or noticed have to be put in writing, dated and signed.
- If you become aware that a colleague has breached the guidance for Safer Working Practice, you must report this immediately to the Executive Principal.
- If the concern is about the Executive Principal you must report it to the Chair of Directors.
- Keep the matter confidential.
- Do not alert the person you are concerned about as this could compromise any future investigation.
- Follow procedures but you have a duty to ensure matters are taken forward and can contact the Allegation Manager yourself.

## Safe working practices:

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- Staff must treat information about children and their families discretely and not disclose confidential matters.
- Staff should be careful not to misuse their power and influence over children.
- Staff should ensure their behaviour remains professional at all times, including their dress, use of language and online communication which is or could become publicly seen.
- Physical intervention should never be inappropriately used, should follow relevant guidelines and be clearly recorded and reported.
- Physical contact should be minimal, time limited, age appropriate and able to be justified.
- Intimate care and first aid should only be administered according to relevant procedures.
- Staff should not offer lifts to children outside agreed requirements e.g. transport to a sports event. Any impromptu or emergency arrangement of lifts should be recorded and should be able to be justified.
- Staff should not receive gifts other than small tokens of appreciation.
- Staff should not give gifts other than as part of an agreed reward system or given to all children equally.
- Staff should not engage in personal email or telephone communication with children. This includes texting, messaging, video chat, social networking sites etc.
- Staff should ensure that the site is appropriate and safe at all times. Any concerns must be reported immediately.
- Any out of school contact should be planned and agreed with senior staff and parents. Appropriate social contact (e.g. when a teacher and parent are part of the same social circle) will be easily recognised and openly acknowledged.
- Only authorised areas of the curriculum should contain any sexual or other sensitive material. Senior staff should be consulted if there is any chance of misinterpretation.
- Internet use should be according to school policy and inappropriate content must not be accessed.
- There should be no unauthorised photography of children. Photographs of children should be the property of the school and not retained on personal equipment.
- Staff should guard against young people developing an infatuation with them and report any such concerns to senior staff.
- Staff should be mindful of situations where a pupil or parent comes to depend on them for support outside their role and discuss this promptly with a senior member of staff.
- Staff are in a position of trust and should never engage in any sexual relationship with pupils in or out of school. Communication must never be sexually suggestive.

## Contact

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- Rutland (for those children living in Rutland) 01572 722577 ext 8407



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