

## PRINCIPLES

### We aim to:

- ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- ensure that all staff are aware of their statutory responsibilities with respect to safeguarding; and
- ensure that staff are properly trained in recognising and reporting safeguarding issues.

<b>PUBLISHED</b>	Website	✓	Pre-admission documentation		Student/Parent Planners		On Request	✓
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# PRACTICE

## 1. INTRODUCTION

### 1.1 IMPORTANT CONTACTS:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ross Wilson	ross.wilson@hollandprkschool.co.uk
Deputy DSL	Anwar Raihani	anwar.raihani@hollandprkschool.co.uk
Local authority designated officer (LADO)	Angela Clayton, Family Support and Child Protection Advisor/LADO	angela.clayton@rbkc.gov.uk
Chair of governors	Anne-Marie Carrie	

- 1.2 In line with the Governments vision for all services for children and young people the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept safe and healthy. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all students feel confident that any concerns that they may have will be listened to and acted upon.
- 1.3 To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring that all staff and relevant members of Governing Body attend regular and appropriate training and working effectively with other professionals on behalf of children who have been identified as vulnerable (Child Protection Plan, Looked After, on a Child In Need Plan) or enquiring into allegations of child abuse.

## 2. LEGISLATION AND STATUTORY GUIDANCE:

- 2.1 This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the

police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- Multi-agency statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

This policy also complies with our Funding Agreement and Articles of Association.

### 3. DEFINITIONS

3.1 Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

3.2 Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

3.4 Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

3.5 Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

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

**The term 'Children'** refers to everyone under the age of 18.

### 4. EQUALITY STATEMENT

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

We give special consideration to children who:

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

## 5. ROLES AND RESPONSIBILITIES:

5.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### 5.2 ALL STAFF

All staff will read and understand part one and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- our systems which support safeguarding, including the Teacher and Support Staff Standards, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education;
- the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

All staff are expected to:

- know the names of the DSL and Deputy DSLs who form the Safeguarding Team, understand the role of the DSL and the Safeguarding Team;
- understand and comply with the school's safeguarding and child protection policy;
- have read and understood 'part one' of 'Keeping children safe in education', a refresher will be held regularly;
- deal with any bullying incidents that may occur and send a clear message to all students that peer to peer abuse will not be tolerated;
- refer e-safety concerns to a member of the Safeguarding Team;
- behave in accordance with the school's published Code of Conduct and Teachers Standards;
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism";
- report any concerns to a member of the Safeguarding Team;
- be aware of our statutory duty to personally inform the police of any reported incident of FGM along with the DSL;
- be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003);
- address risks and prevent issues escalating, 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the Safeguarding Team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action;
- ensure appropriate use of social media;
- monitor vulnerable pupils within tutor groups and in lessons, reporting emerging concerns swiftly to a member of the Safeguarding Team to enable early identification and assessment;
- understand the difference between an early-help concern and an immediate danger/risk of harm;
- ensure that pupils/students respond when the emergency pips sound; and
- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the DSL or Deputy DSLs.

### 5.3 THE DESIGNATED SAFEGUARDING LEAD (DSL)

5.3.1 Our DSL is Ross Wilson, Deputy Head. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can be contacted out of school hours through the following email address: [ross.wilson@hollandparkschool.co.uk](mailto:ross.wilson@hollandparkschool.co.uk).

- 5-3.3 When the DSL is absent, Anwar Raihani, Student Behaviour and Welfare Manager, and Simone Belgrave, Attendance Officer will act as cover.
- 5-3.4 If the DSL and Deputy DSLs are not available, Deborah Kind, Director of HR will act as cover (for example, during out-of-hours/out-of-term activities).
- 5-3.5 The DSL and/or deputies will be given the time, funding, training, resources and support to:
- provide advice and support to other staff on child welfare and child protection matters;
  - take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
  - contribute to the assessment of children; and
  - refer suspected cases, as appropriate, to the relevant body, for example, local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police.
- 5.3.6 The DSL will also keep the Academy Head informed of any issues especially ongoing enquires under section 47 of the Children Act 1989 and police investigations, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL is responsible for:

- the provision of leadership and vision in respect of child protection;
- ensuring mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities;
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies;
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation;
- ensuring that the DSL and the Safeguarding Team have received the appropriate training every two years;
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk;
- liaison with other professionals, and the monitoring of welfare and academic progress of vulnerable students;
- liaison between the Safeguarding Team the Leadership Team and governors;
- attending child sexual exploitation training;
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance;
- monitoring effectiveness of child protection policy and procedures and updating policy at least annually;
- ensure that the Safeguarding Team holds a 'Vulnerable pupils' register and proactively monitors the pupils in the school, seeking early help and support from, if necessary, from the right and appropriate external agency and/or the Safeguarding Team. The

register will be reviewed regularly and be held securely in an area which is accessible to the Academy Head, DSL and Deputy DSLs;

- ensure every member of staff along with volunteers read and understand part one of Keeping Children Safe in Education;
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety and to use forums such as, the plasma screen and PSHCE to promote safeguarding across the school;
- providing opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings;
- ensuring that the school holds at least two emergency contacts for each student on roll;
- ensuring that there is always a member of the Safeguarding Team available during the school day for staff to liaise with; and
- safeguarding responsibilities will be carried out by the DSL or a Deputy DSL, however the ultimate responsibility for safeguarding and child protection remains with the Academy Head and DSL.

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

#### 5.4 THE GOVERNING BODY

- 5.4.1 The governing board will approve this policy at each review, and hold the Deputy Head (DSL) to account for its implementation.
- 5.4.2 The governing board will appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- 5.4.5 The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Academy Head or Head, where appropriate (see appendix 3).
- 5.4.6 All governors will read Keeping Children Safe in Education.
- 5.4.7 Section 13 has information on how governors are supported to fulfil their role.

#### 5.5 THE ACADEMY HEAD

- 5.5.1 The Academy Head is responsible for the implementation of this policy, including:
  - ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
  - communicating this policy to parents when their child joins the school and via the school website;
  - ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
  - ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly; and

- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

5.5.2 Teachers, Leading Practitioners and all members of the Leadership Team should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## 6. CONFIDENTIALTY

6.1 The school will ensure that information will be shared with the right and appropriate professionals at all times. All staff will recognise that:

- Timely information sharing is essential to effective safeguarding;
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests;
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information;
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy); and
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3.

Please note that confidentiality is also addressed in this policy with respect to record-keeping in section 11, and Allegations of Abuse Against Staff Policy.

## 7. RECOGNISING ABUSE AND TAKING ACTION

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

### 7.1 IF A CHILD IS SUFFERING OR LIKELY TO SUFFER HARM, OR IN IMMEDIATE DANGER

7.1.2 Refer to the DSL and/or a Deputy DSL immediately. If an issue is raised in a lesson and the child is in immediate danger then teachers must request support, using the Behaviour Management Module on SIMs. Anyone can make a referral to social services; however the DSL and Deputy DSLs are often the more appropriate people to assess the risk presented to the young person. Tell the DSL (see section 5.2) and/or a Deputy DSL as soon as possible if

you make a referral directly. The correct local council can be accessed through the following link: <https://www.gov.uk/report-child-abuse-to-local-council>.

## 7.2 IF A CHILD MAKES A DISCLOSURE TO YOU

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

- listen to and believe them. Allow them time to talk freely and do not ask leading questions;
- stay calm and do not show that you are shocked or upset;
- tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- explain what will happen next and that you will have to pass this information onto the DSL or a Deputy DSL. Do not under any circumstances promise to keep it a secret;
- write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it, this will be requested at the point of disclosure to the DSL or a Deputy DSL, please note that this must be signed and dated; or
- alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

## 7.3 IF YOU DISCOVER THAT FGM HAS TAKEN PLACE OR A PUPIL IS AT RISK OF FGM

7.3.1 All staff should be aware of the following:

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the DSL or Deputy DSLs, who will ensure that the person making the disclosure call the police, personally in their presence. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL or Deputy DSLs and follow our local safeguarding procedures.
- **Any member of staff** who suspects a pupil is at risk of FGM, must speak to the DSL or Deputy DSLs and follow our local safeguarding procedures.
- The DSL should be contacted immediately in cases where you suspect that a student is at risk of FGM or FGM is suspected but is not known to have been carried out.
- Under no circumstances should any member of school staff examine students.

## 7.4 IF YOU HAVE CONCERNS ABOUT A CHILD (AS OPPOSED TO BELIEVING A CHILD IS SUFFERING OR LIKELY TO SUFFER FROM HARM, OR IS IN IMMEDIATE DANGER)

7.4.1 If you have concerns about a child's welfare and the child is not in immediate danger you must speak directly to the DSL or a Deputy DSL and agree a course of action. The agreed course of action, taken by the DSL or Deputy DSL could involve:

- the school and its staff monitoring this locally and taking relevant action, for example, speaking to the student;
- seeking Early Help, which will involve the DSL and/or DSL deputies liaising with other agencies and set up an inter-agency assessment as appropriate. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed; or
- refer to social care services or the police. In cases like this the DSL will make the referral, although it is possible for anyone to make a referral, however the school's explicit guidance is to refer to the DSL or a Deputy DSL. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. In circumstances where the situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.
- staff can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action, however this should not be done instead of speaking to the DSL or a Deputy DSL. If you are concerned you must report it.

## 7.5 EARLY HELP

7.5.1 If early help is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### 7.5.2 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the school's DSL will make the referral if necessary following a concern being raised in line with school policy.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## **7.6 IF YOU HAVE CONCERNS ABOUT EXTREMISM**

- 7.6.1 If a child is suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- 7.6.2 If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to another member of the leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).
- 7.6.3 Any concerns relating to extremism must be reported to the DSL or a Deputy DSL immediately. The DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the appropriate social care services team. The following link can be used to determine the correct social care services team: <https://www.gov.uk/report-child-abuse-to-local-council>.
- 7.6.4 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

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

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

## **7.7 IF YOU HAVE A MENTAL HEALTH CONCERN**

- 7.7.1 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 7.7.2 Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- 7.7.3 If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.
- 7.7.4 If you have a mental health concern that is **not** also a safeguarding concern, take immediate action by following the steps in section 7.4.

## **7.8 CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER**

- 7.8.1 If you have concerns about a member of staff or volunteer or an allegation is made about a member of staff or volunteer posing a risk of harm to children you must:
- contact the DSL, Academy Head or Head and/or any of the school's Deputy Heads.

7.8.2 If you have concerns about the Head or Academy Head or an allegation is made about a Head or Academy Head posing a risk of harm to children you must:

- contact the school's chair of governors.

7.8.3 The DSL, Academy Head, Head and/or chair of governors will then follow the procedures set out in appendix 3, if appropriate.

## **7.9 ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS**

7.8.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

7.9.2 We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

7.9.3 All staff working in school should be clear that peer on peer harms include:

- bullying (including any kind of cyberbullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence or sexual harassment; and
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation or distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

7.9.4 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy and recorded as an incident in the school's Peer on Peer Abuse Log, which will include the school's response. The Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns which include where the alleged behaviour:

- is serious, and potentially a criminal offence;
- could put pupils in the school at risk;
- is violent;
- involves pupils being forced to use drugs or alcohol; or
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

7.9.5 If a pupil makes an allegation of abuse against another pupil you must tell the DSL and record the allegation, however it is not your role to conduct an investigation. The Safeguarding Team will conduct a thorough investigation as instructed by the DSL. If necessary the DSL will:

- contact the local authority children's Social Care Team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- put a risk assessment and support plan into place for all students involved – both the victim(s) and the student(s) against whom the allegation has been made – with a named person they can talk to if needed; or
- contact the children and adolescent mental health services (CAMHS), if appropriate.

7.9.6 All professionals working in school will seek to minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- reporting all issues to the Safeguarding Team, including issues that you believe are closed;
- ensuring the curriculum helps to educate students about appropriate behaviour and consent, including PSHCE lessons;
- ensuring students know who they can talk to confidentially if they have any concerns, by informing them: in PSHCE lessons: through regular notices on the school’s plasma screen; informing them in the Student Planner; and
- ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

## 7.10 SEXTING

### 7.8.1 YOUR RESPONSIBILITIES WHEN RESPONDING TO AN INCIDENT

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

#### 7.8.2 You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL and/or Deputy DSLs.

### INITIAL REVIEW MEETING

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children’s social care.
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed).
- What further information is required to decide on the best response.

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

#### **FURTHER REVIEW BY THE DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **INFORMING PARENTS**

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

#### **REFERRING TO THE POLICE**

If it is necessary to refer an incident to the police, this will be done by contacting the school's Police Liaison Officer or dialling 101 and seeking guidance.

#### **RECORDING INCIDENTS**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

#### **CURRICULUM COVERAGE**

Pupils are taught about the issues surrounding sexting as part of our PSHCE education and computing programmes. Teaching covers the following in relation to sexting:

- what it is;
- how it is most likely to be encountered;
- the consequences of requesting, forwarding or providing such images, including when it is and is not abusive;
- issues of legality; and
- the risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- specific requests or pressure to provide (or forward) such images; and
- the receipt of such images.

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## 8. NOTIFYING PARENTS

- 8.1 Where appropriate, the DSL or a Deputy DSL will discuss any concerns about a student with their parent(s). The DSL will normally do this in the event of a suspicion or disclosure and discussions will normally be conducted by way of a meeting.
- 8.2 Other staff will only talk to parents about any such concerns following consultation with the DSL or Deputy DSL.
- 8.3 If the Safeguarding Team believe that notifying the parents would increase the risk to the child, the school will respond by liaising with the local authority social care services team before doing so.
- 8.4 In the case of allegations of abuse made against other children, the school will seek to notify the parents of all the students involved.

## 9. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

We offer additional pastoral support for pupils with SEN and disabilities. This includes students with SEN and/or disabilities being closely monitored by the SEND Team, led by Joe Holloway, Deputy Head.

## 10. STUDENTS WITH A SOCIAL WORKER

- 10.1 Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- 10.2 The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- 10.3 Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks
  - The provision of pastoral and/or academic support

## 11. LOOKED-AFTER OR PREVIOUSLY LOOKED-AFTER CHILDREN

- 11.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
  - Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
  - The DSL has details of children's social workers and relevant virtual school heads
- 11.2 We have appointed a designated teacher, Ross Wilson and Joe Holloway are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- 11.3 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher and DSL will:
  - Work closely with the Deputy DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
  - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## 12. MOBILE PHONES AND CAMERAS

- 12.1 Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- 12.2 Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- 12.3 The school will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

- 12.4 For further guidance on hand held electronic devices please refer to Safe Use of Technology Policy.

## 13. COMPLAINTS AND CONCERNS ABOUT SCHOOL SAFEGUARDING PRACTICES

### 13.1 COMPLAINTS AGAINST STAFF

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Please refer to see appendix 3.

### 13.2 OTHER COMPLAINTS

Complaints of a safeguarding nature will be managed by the Safeguarding Team and, if necessary, will require a safeguarding investigation to be carried out.

### 13.3 WHISTLE-BLOWING

Please refer to the school's Whistle-Blowing Policy 2020 – 2021

## 14. RECORD-KEEPING

- 14.1 The school will hold records in line with our records retention schedule.

- 14.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. All concerns should be reported to the DSL or a Deputy DSL as soon as the concern arises and staff in receipt of disclosures of abuse or possible abuse must report it on the same day as the disclosure was made.

- 14.3 All safeguarding concerns are recorded in writing on a 'Safeguarding Concern Form' and all actions taken by the school in relation to the concern are recorded in writing and attached to the original concern. This information is held in a central file which is securely held and can only be accessed by the appropriate professionals including the Academy Head, DSL and Deputy DSLs.

- 14.4 Non-confidential records will be easily accessible and available. Confidential information and records will be held securely in a locked cupboard and/or electronically in a secure area of the school's network.

- 14.5 File notes are kept for any students on a child protection plan (cpp) for a reasonable period of time after they have left the school and files are kept in a secure network. Where children leave, the school will ensure that their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained.

- 14.6 All information relating to students who have been referred to an external organisation, for example social care services or the police is held electronically on a drive that can only be accessed by the Academy Head, DSL or Deputy DSLs. Please note that this includes students on a Child Protection Plan and who are considered to be a Child in Need.

- 14.7 Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks.
- 14.8 Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff.
- 14.9 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## **15. TRAINING**

### **15.1 ALL STAFF**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

Staff will also receive regular safeguarding and child protection updates (for example, through the Twenty Eighteen/Nineteen and meetings) as required, but at least annually. Volunteers will receive appropriate training, if applicable.

### **15.2 THE DSL AND DEPUTY DSLS**

The DSL and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

### **15.3 GOVERNORS**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

### **15.4 RECRUITMENT – INTERVIEW/APPOINTMENT PANELS**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

#### **15.5 STAFF WHO HAVE CONTACT WITH STUDENTS AND FAMILIES**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

#### **16. MONITORING OF POLICY**

16.1 This policy will be reviewed annually by Ross Wilson, Deputy Head and DSL. At every review, it will be approved by the full governing board.

#### **17. ALTERNATIVE PROVISION**

17.1 The school will hold a written statement from all alternative providing which clearly states that the alternative provision have completed all vetting and barring checks that are necessary of their staff.

#### **18. LINKS TO OTHER POLICIES**

18.1 This policy links to the following policies and procedures:

- Allegations of abuse against staff
- Attendance
- Behaviour
- Complaints
- Central Record – *document*
- Critical Incidents
- Data Protection
- Drugs
- Equalities
- First Aid
- Home / School Agreement – *document*
- Restraint/Holding of Students
- Safe Use of Technology
- Sex Education
- Special Educational Needs
- Staff Professional Code
- Supporting Pupils with Medical Conditions
- Vexatious Complaints
- Whistleblowing

18.2 These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

## APPENDIX 1: TYPES OF ABUSE

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

## APPENDIX 2: SAFER RECRUITMENT AND DBS CHECKS – POLICY AND PROCEDURES

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### NEW STAFF

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### EXISTING STAFF

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## **AGENCY AND THIRD-PARTY STAFF**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **CONTRACTORS**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **TRAINEE/STUDENT TEACHERS**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## **VOLUNTEERS**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

## **GOVERNORS**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK

## **STAFF WORKING IN ALTERNATIVE PROVISION SETTINGS**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **ADULTS WHO SUPERVISE PUPILS ON WORK EXPERIENCE**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **PUPILS STAYING WITH HOST FAMILIES**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit

## **APPENDIX 3: ALLEGATIONS OF ABUSE AGAINST STAFF**

For information in relation to allegations of abuse made against staff please refer to the Allegations of Abuse Against Staff Policy 2018 - 2019.

## APPENDIX 4: SPECIFIC SAFEGUARDING ISSUES

This appendix provides more detail in relation to specific safeguard issues. The school's policy is very clear, if you are concerned you must refer your concerns to the DSL or Deputy DSL. We are clear that it is not your role to give the concern or issue a label, however it is your role when concerned or when you are made aware of a concern to seek the support the school's DSL or Deputy DSL.

### CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### CHILD CRIMINAL EXPLOITATION

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## **CHILD SEXUAL EXPLOITATION**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## **DOMESTIC ABUSE**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This procedure is where police forces are part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

## **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputy DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **SO-CALLED 'HONOUR-BASED' ABUSE (INCLUDING FGM AND FORCED MARRIAGE)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## **FORCED MARRIAGE**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## PREVENTING RADICALISATION

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy

- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **CHECKING THE IDENTITY AND SUITABILITY OF VISITORS**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.