Gossops Green Primary School
Child Protection and Safeguarding Policy
2023/ 2024

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DSL	**NAME:** Mr Mark Warwick **TEL:** 01293 525449 **EMAIL:** dsl@gossopsgreen.org.uk
Deputy DSL/s	**NAME:** Mrs Sarah Dunne Mrs Debbie Bullen Mrs Jackie Browne Mrs Claire Bosher **TEL:** 01293 525449 **EMAIL:** dsl@gossopsgreen.org.uk
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DESIGNATED SAFEGUARDING LEADERS (DSL)

SAFEGUARDING AND PREVENTING RADICALISATION

DON'T KEEP A SECRET-TELL US!

Mr Warwick
Lead DSL
Deputy Principal

Mrs Dunne
Deputy DSL
Principal

Mrs Bullen
Deputy DSL
Assistant Principal

Mrs Browne
Deputy DSL
Nurture Team Lead

Mrs Bosher
Deputy DSL
Nurture Team

IF YOU HAVE CONCERNS ABOUT THE SAFETY OR WELLBEING OF A CHILD (OR ADULT) THIS SHOULD BE REPORTED IMMEDIATELY TO A DESIGNATED SAFEGUARDING LEADER (DSL).

Staff members can record a concern using their individual login for **CPOMS**; our online safeguarding record and notification system. If your concern is urgent, please speak to a DSL immediately.

Concerns include vulnerability to radicalisation as well as situations of abuse which may involve staff members. Any concerns can be raised with the Lead DSL or any of the Deputy Safeguarding Leads.

Anybody can make a referral. If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately to **MASH (Multi-Agency Safeguarding Hub)** - children's social care via **the Integrated Front Door (IFD)**. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

FIVE 'Rs' - RECOGNISE/RESPOND/REFER/RECORD/REFLECT

Contact Details

School: DSL@gossopsgreen.org.uk

MASH: 01403 229 900 / wschildrenservices@westsussex.gov.uk

LADO: 0330 222 6450 (9am-5pm) / LADO@westsussex.gov.uk

Safeguarding Governor: Toby Bartholomew tbartholomew@gossopsgreen.tctacademies.org

Chair of Governors: Annie Macfarlane amacfarlane@gossopsgreen.tctacademies.org

Sussex Police Prevent Team: 101/ Ext. 531355 / prevent@sussex.pnn.police.uk

CPOMS

V7.1 September 2023

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Section 1: Vision and Scope

This policy applies to Gossops Green Primary School (which includes the EYFS setting).

This policy is available to all stakeholders on the school website and hard copies can be requested.

This policy has due regard to the Department for Education (DfE 2023) statutory guidance 'Keeping Children Safe in Education.' It is published on our website and is reviewed annually and outlining our core beliefs and practices that are compliant with the Local Authority/Local Safeguarding Partnership (LA/LSPs) child protection procedures, including school procedures, local details and contextual issues.

The Gossops Green Primary School fully recognises its responsibilities for safeguarding children. Our pupils' welfare and safety are at the heart of our school's ethos and in everything we do. This policy outlines the steps that the (name of the school) will take to safeguard the individuals that we serve, including children, young people and vulnerable adults from harm and abuse.

In accordance with relevant law and guidance, this policy details our procedures for safeguarding and child protection.

Scope

In line with **Keeping Children Safe in Education 2023**, children includes everyone under the age of 18. Whilst we fully adhere to this statutory requirement, our duty of care remains in place in full until a child completes their educational provision with us. This extends from the beginning of the Early Years Foundation Stage to the end of Key Stage 5 and therefore beyond the age of 18. In such cases, our practice does not change in relation to safeguarding all of our students. Therefore, where the policy refers to under the age of 18 as set out in legislation, the policy should also be read within this scope to meet in full our duty of care.

It is applicable to the whole school community. Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding. We will always work to:

- Protect children and young people at our school from maltreatment.
- Prevent impairment of our children's and young people's mental and physical health or development.
- Ensure that children and young people at our school grow up in the circumstances consistent with providing safe and effective care.
- Undertake that role to enable children and young people at our school to have the best outcomes.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Because of the day-to-day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, child on child abuse including sexual violence and sexual harassment, victimisation and/or exploitation.

In relation to safeguarding, The Collegiate Trust aims to *'prevent'*, '*protect*' and '*support*' all its pupils by addressing child protection in the curriculum, pastoral activities and in the management of the school, and by empowering and enabling staff to be vigilant for vulnerable students through training and information dissemination.

The school will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. **Staff working with children should have an attitude of '*it could happen here*' and even if there are no reports in their school it does not mean it is not happening**.

Section 2: Links to other policies and guidance

Related Trust Policies:
Documents | The Collegiate Trust (tct-academies.org)

Related School Policies:
GGP Behaviour Policy (including Anti-Bullying)
GGP = Children Looked After and PLAC Policy
GGP Electronic Devices Policy
GGP SEND Policy
GGP PSHE Policy
GGP - Safe Touch Policy
GGP - Managing Medicines Policy
GGP - Personal and Intimate Care Policy

This policy takes into account the procedures and practice of West Sussex and the published safeguarding arrangements set out by the West Sussex County Council Safeguarding Partnership. The Local Governing Body and senior leadership team, especially their designated safeguarding leads, will:

- make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- ensure this is reflected in their own policies and procedures
- supply information as requested by the safeguarding partners
- work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

West Sussex Safeguarding Policy 2023
Professional Curiosity and Escalations - West Sussex SCP

KCSIE 2023

Keeping Children Safe in Education - Sept. 2023

Section 3: Roles and Responsibilities:

All members of staff within our school have a role to play in safeguarding and promoting the welfare of children. Specific members of staff also have additional roles and responsibilities too. This section outlines our school's expectations of our staff.

3.1 All members of Staff:

- have a responsibility to provide a safe environment in which children can learn;
- should be prepared to identify children who may benefit from early help;
- who become concerned about a child's welfare should follow the processes set out in **Section 8**. Staff may be required to support social workers and other agencies following any referral;
- must adhere to the Teachers' Standards 2012, which state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- should be aware of systems within their school or college which support safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and these should be explained to them **as part of staff induction**. This should include:
    - this Safeguarding and Child Protection policy
    - the staff behaviour policy (sometimes called a code of conduct)
    - the safeguarding response for children who go missing/ absent from education
    - the remote learning policy -particularly how to safeguard staff and pupils when working online

    - the role of the Designated Safeguarding Lead and Safeguarding Team, where applicable
- will be given copies of the above policies as well as part one of **Keeping Children Safe in Education** as part of their induction process, as well as ensuring these polices can be accessed easily via the staff intranet;
- should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), which is regularly updated. In addition, all staff members should receive early help and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment;
- should be aware of their ongoing role in liaising with the DSL if there are breaches in monitoring and filtering for online safety;
- should know what to do if a child tells them he/she is being abused or neglected; Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child;
- should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful;
- should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. Types of abuse and neglect, and examples of safeguarding issues are described on within this policy. They can also be found in 'Keeping Children Safe in Education (2023)' Part 1;
- **are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned**. When concerned about the welfare of a child, staff members should always act in the best interests of the child;
- should always speak to the designated safeguarding lead if they are unsure about identifying abuse and neglect;
- **any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18, must immediately report this to the Police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead or Deputy;**
- should maintain records about any concerns they have about a child. More information on record keeping is provided in **Section 8;**
- To support safeguarding within the school, all staff have an awareness and have signed to say they have read, and understand the principles recorded within the Keeping Children Safe in Education – Part one.

3.2 <u>The Role of the Designated Safeguarding Lead</u>[1]:

- is an appropriate senior member of staff from the school's leadership team;
- is supported by a Deputy Safeguarding Lead/s and the Professional Network Lead for Safeguarding
- will carry out their role by adhering to the responsibilities outlined in Annex C of 'Keeping Children Safe in Education 2023';
- takes lead responsibility for Early Help, Safeguarding and Child Protection within the school;
- liaises with West Sussex County Council and works with other external agencies in line with Working Together to Safeguard Children to manage referrals from school staff or any others outside the school;
- will ensure that, during term time, a deputy will always be available (during school or college hours) for staff in the school or college to discuss safeguarding concerns. If the DSL is unavailable on the school site in person in exceptional circumstances, we will ensure they are available via telephone and email;
- undergoes training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years;
- will be given the opportunity to attend local authority meetings, and time to read new and updated research and briefings on safeguarding developments;
- attends the Trust DSL Network Lead forum and **engages with supervision** provided by the Trust;
- understands West Sussex County Council Children Board procedures;

[1] From hereafter the Designated Safeguarding Lead will be referred to as the DSL.

- checks the school's online safeguarding system is up to date and staff are proficient in using it;
- review data to analyse trends and patterns in order to develop preventative strategies;
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- ensure that child protection information is transferred to the pupil's new school in accordance with the timescales stated in the Keeping Children Safe in Education (KCSIE 2023). See **Section 12** for detail;
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- ensures that all staff sign to indicate that they have read and understood this policy;
- ensures that school specific contact details and information is updated annually in line with Trust policy
- keeps a record of staff attendance at early help and child protection training;
- makes this policy available to parents;
- the deputy designated safeguarding lead(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all the functions above.
- will be aware of pupils who have a social worker/ pupils who are looked after or who were previously looked after;
- will be able to lead the responsibilities associated with online safety, including filtering and monitoring systems and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- liaise with the senior mental health lead where safeguarding concerns are linked to mental health;
- liaise with the Principal to inform him or her of issues – especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations – this should include being aware of the requirement for children to have an Appropriate Adult;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and SENDCOs) on matters of safety and welfare (including online and digital safety) when deciding whether to make a referral;
- as required, liaise with the case manager and the LADO for child protection concerns in cases that concern a staff member;
- will keep records of all safeguarding training that the safeguarding team have attended;
- will help promote educational outcomes by knowing and sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff;
- will provide written reports to the Professional Network Lead for Safeguarding / Director of Performance and Quality, as required;

3.3 <u>The Role of the Principal</u>[2]

- ensures that the early help and child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL/DDSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures;
- identify alternate staff members to act as the Designated Safeguarding Lead (DSL) in their role to ensure there is always cover for the position;
- ensures that child's safety and welfare is addressed through the curriculum;
- ensuring that each child in the Early Years Foundation Stage is assigned a key person and that appropriate staff ratios/ training is in as place per EYFS Statutory Guidance;
- will adhere to the requirements of the school's 'Lettings Policy' with regards to expectations/ paperwork regarding safeguarding practices from external providers;
- liaise with the LADO and to act as the '*case manager'* in the event of an allegation of abuse made against another member of staff, volunteer, staff using their premises to run activities for children or supply staff, where appropriate.

3.4 <u>The Role of the LGB</u>:

[2] From hereafter, all references to Principal will include Head of School/ Executive Principal. Where necessary, the responsibility assigned to the Principal will instead be assigned to the Executive Principal or Head of School, as appropriate'

The Local Governing Body (through the Designated Governor for Safeguarding) ensures that the school has:

- a Designated Safeguarding Lead for early help and child protection who is a member of the senior leadership team and who has undertaken the approved West Sussex County Council Safeguarding Children Partnership training for Designated Safeguarding Leads;
- a designated teacher to promote the educational achievement of registered pupils who are looked after;
- Early Help guidance provision;
- a child protection policy and procedures that are consistent with West Sussex County Council Safeguarding Partnership requirements, reviewed annually and made available to parents on the school website;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal;
- robust safer recruitment procedures/ training in place that include the requirement for appropriate checks in line with statutory guidance;
- a training strategy that ensures all staff, receive early help and child protection training, with refresher training at regular intervals. The DSL should receive refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for early help and child protection;
- As a minimum, reviewed online filtering and monitoring systems at least annually to ensure their continued effectiveness;
- where reasonably possible, holds more than one emergency contact number for parents/ carers;
- a member of the governing body (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal;
- where applicable, completed the Annual Section 11 Audit of School Safeguarding Practice provided by the West Sussex County Council. This audit will be discussed and signed off by the governing body before submission to the (add name of local authority). Any weaknesses or areas of concern will be rectified without delay;
- engaged with the Trust's Safeguarding audit and acted swiftly on any recommendations;
- provided annual safeguarding training for all members of the LGB;
- provided an update on safeguarding at every LGB meeting.

3.5 The Role of the Trust Board

Trustees ensure:

- The Board of Trustees will approve this policy at each annual review. In upholding their governance function the Safeguarding Trustee and Director of Performance and Quality will hold the Principal to account for its implementation;
- The Director of Performance and Quality will ensure the school contributes to multiagency working in line with the DfE statutory guidance **Working Together to Safeguard Children 2023**. The school must understand their role in the new safeguarding partner arrangements in the local authority;
- The Director of Performance and Quality will monitor the effectiveness of this policy. They are responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues;
- We abide by the 'Filtering and Monitoring Standards' set by the DfE and review the effectiveness of these systems at least annually, giving appropriate feedback to LGB.

Section 4: Equality Statement

Staff realise the difficulties young people may have in telling somebody they've been abused and recognise how important it is for staff to understand abuse and how to respond to concerns about it. Staff engage with ongoing training to support their understanding of both contextual and wider safeguarding concerns. The pastoral structure within the school supports and harnesses positive relationships, providing opportunities for pupils to share concerns.

All pupils are provided with details of the Safeguarding Team and regular reminders about who can be approached if they have a concern. All staff have an awareness of the potential increased vulnerability and requirement for early help for any pupil who:

- is disabled and has specific additional needs;
- has experienced challenges during Covid-19 pandemic;

- has special educational needs (whether or not they have a statutory education, health and care plan). These children may be more prone to peer group isolation than other children and therefore additional pastoral support is provided;
- is a young carer;
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is at risk of modern slavery, trafficking, or exploitation;
- is showing signs of 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;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence;
- is at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- is an asylum seeker;
- is a looked after child/ previously looked after child, or has returned home to their family from care (a 'care leaver');
- is a privately fostered child;
- has a parent sent to prison. The National Information Centre of Children of Offenders (NICCO): https://www.nicco.org.uk/ provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Section 5 <u>Safeguarding and Promoting the Welfare of Children:</u>

The school always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy. The school has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. Details of these arrangements are:

- all pupils in our school are aware of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm;
- the school ensures that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe ;
- pupils know that the school has a senior member of staff (DSL/DDSL) with responsibility for child protection and they know who this is;
- PSHE and online safety lessons, in addition to assemblies, help pupils learn how to keep safe;
- school ensures that pupils are made aware that information can be found from the following helplines: NSPCC, Childline by displaying posters around school;
- the school makes pupils aware of these arrangements by sharing information in assemblies, classes, posters and visitors such as the NSPCC.

5.1 <u>Working with the Police</u> – (Statutory Guidance – PACE Code C 2019)
Where applicable, the school works in partnership with the West Sussex Police and the Youth Crawley Neighbourhood Team, in supporting safeguarding our community. In the event of the Police needing to speak to a student, a member of the Safeguarding Team or member of SLT will be present. Additionally, in the event of the Police needing to speak to a student on site, parents will be contacted and requested to attend the school. If parents are not able to attend school, a member of the Safeguarding Team or member of the school's SLT will attend as the **appropriate adult**.

Operation Encompass
The school is a member of Operation Encompass. Operation Encompass is the mechanism for the police to report to schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident. With this information, additional support can be put into place to support the student.

5.2 Additional training

Members of staff who have been employed recently following their graduation from post-16 provisions within the Trust are provided with additional safeguarding training to ensure they are confident with understanding their role within the organisation and are clear on the professional expectations and boundaries. This training may include managing relationships within the workplace, managing social media usage and reminders about professional duties and responsibilities.

5.3 Safeguarding Home Visit

School staff may undertake safeguarding home visits to see students. When visiting students at the home, the member of staff should always seek to carry out the visit with a colleague. Visiting staff should always seek to confirm this as a course of action with the DSL/ Safeguarding Team. Following the home visit, **the visiting member of staff should record the outcome of the home visit on the school's safeguarding system** and ensure the authorising member of staff is updated. In some instances, it may be appropriate to share the outcome of the home visit with other supporting professionals.

5.4 Home Examination

On occasions it is important for some students to be considered for home examination to support their needs. In this instance, the DSL will liaise with the Examinations Officer and Head of Centre to ensure the correct procedure is undertaken to comply with both Examination Board, Joint Council for Qualifications (JCQ) and safeguarding procedures. In all instances, **risk assessments** will be carried out prior to the commencement of the examination. Parents are provided with guidance and instructions from the Examination Board and Joint Council for Qualifications (JCQ) to support the examination delivery. Home invigilation will only be considered if parents can guarantee the attendance of an additional adult within the family home throughout the duration of the examination. The school will always be following the guidance recorded in the Joint Council for Qualifications; Instructions for conducting examinations (ICE) documentation.

5.5 Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The school will inform the local authority of all deletions from the admissions register when a child is taken off roll.

5.6 Visitors

When visiting the school, all visitors will be expected to sign-in using the designated system and will be provided with a visitor badge that they are expected to wear at all times. They will be given a safeguarding briefing leaflet on arrival. Every visitor is required to give relevant identification and DBS documentation to reception, as part of our safeguarding procedures and policies. On the rare occasions that a visitor is permitted onto the school grounds without the required DBS clearance, they will be supervised by a member of staff at all times.

5.7 Hiring to out of school providers

Each school has their own lettings policy – see linked documents. School should check that hirers who work with children meet the safeguarding guidance for 'out of school' settings. See below link.

Keeping Children Safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings

Section 6 - Safer recruitment

Safer recruitment is a set of practices to help make sure staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm. Safer recruitment should be a continuing process of improvement for every school, club, business or organisation whose work or services involve contact with children. **Further detail can be found in the Trust's Safer Recruitment policy which should be read in conjunction with this policy.**

Section 7: Types of Abuse and specific Safeguarding issues

7.1 Definition of Child Abuse

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse

A form of abuse which 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

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 outsides 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 penetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and Symptoms of Physical Abuse	**Signs of Neglect**
• Unexplained injuries or burns, particularly if they are recurrent • Improbable excuses given to explain injuries • Refusal to discuss injuries • Untreated injuries • Admission of punishment which appears excessive • Bald patches • Withdrawal from physical contact	• Constant hunger • Poor personal hygiene • Constant tiredness • Poor state of clothing • Emaciation • Frequent lateness or non-attendance at school • Untreated medical problems • Destructive tendencies • Low self esteem • Neurotic behaviour

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- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self destructive tendencies
- Aggression towards others

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- No social relationships
- Running away
- Compulsive stealing

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Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Distrust of familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing e.g., for sports
- Phobias or panic attacks.
- Genital mutilation – unexplained absence abroad, displaying extreme character change, pain or significant discomfort in genital area, withdrawn, tearful.

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Signs of Emotional Abuse

- Poor attachment relationship
- Unresponsive / neglectful behaviour towards the child's emotional needs
- Persistent negative comments about the child
- Inappropriate or inconsistent expectations
- Self-harm
- Low self-esteem
- Unhappiness, anxiety
- Withdrawn, insecure
- Attention seeking
- Passive or aggressive behavioural extremes

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Indicators of abuse and neglect

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

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These lists are not exhaustive, and the DSL/ Safeguarding Team have the authority to share concerns and seek advice from the local authority and other professionals as and when need arises to ensure the safety of the student(s) involved. Confidentiality will be maintained as best as possible during initial stages of investigation.

7.2 Children with a Social Worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

The school will closely monitor student attendance and progress and work in partnership with external agencies to reduce the impact, and ideally remove educational barriers for any child with a social worker.

7.3 Children requiring mental health support

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

In some cases, mental health can be an indicator of abuse and all provisions should have clear procedures on how to access the appropriate support for these children. More information can be found in the Mental health and behaviour in schools (publishing.service.gov.uk) and Promoting Children and Young People's Mental Health and Wellbeing

Children who have experienced abuse and Adverse Childhood Experience (ACEs) through traumatic events are likely to be impacted. Only appropriately trained professionals should make diagnosis. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or the Senior Mental Health Lead. This should be done in the same way as a concern would be raised about the safety or welfare of a child. Contact details for the Senior Mental Health Lead are at the front of the policy.

Pupils requiring mental health support have an individual health care plan that is reviewed annually.

The school works with external safeguarding partners within the Local Authority to support managing concerns relating to mental health. These processes are specific to the Local Authority.

The West Sussex single point of access can be found here:

https://www.sussexcamhs.nhs.uk/our-services/service-finder/west-sussex-single-point-advice-spoa

The Croydon point of access is here:

https://ehmportal.croydon.gov.uk/web/portal/pages/help/apply/cpassess#h1

7.4 Bullying (Including Cyberbullying)

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our behaviour and anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they are talking to and what they are doing online or on their mobile phone;
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

7.5 Specific Safeguarding Issues

Children are also impacted by specific safeguarding issues, which are events which encompass all the above types of abuse. These issues are further compounded by children exhibiting behaviours such as drug taking, alcohol abuse, absence from school, and sexting. Child on child abuse is also an indicator that children may be exposed to bullying (including online bullying), gender-based violence/sexual abuse and sexting. Members of staff will challenge child on child abuse in conjunction with the DSL, Local Authority, Police and Parent/Carers.

7.6 Children Missing from Education

A Child Missing from Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)."
Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

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

We will always follow up with parents/carers when pupils are not at school. **This means that, where reasonably possible the school will seek to have more than one emergency up to date contact numbers for parents/carers.**

Parents should remember to update the school as soon as possible if the numbers change. For more detail, see the school's attendance policy.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

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

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

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

A child going missing from education is a potential indicator of abuse or neglect. Members of staff will follow the school's attendance policy, safeguarding and child protection policy and **The Local Authorities Children Missing from Education** policy, particularly when children are absent without reason on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is also essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

For schools in either Croydon or Crawley, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the school and the Designated Safeguarding Lead. All schools are legally required to provide this information, as well as the details of any child joining or leaving the school during the year.

Croydon's/Crawley's policy on Child Missing from Education can be found online:
https://www.croydon.gov.uk/education/schools-new/attendance/child-missing-education

Report a child missing education - West Sussex County Council

7.7 Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures

If there are any safeguarding concerns about a child who is absent from education, then the Designated Safeguarding Lead should follow normal processes from **Section 7.6** to address said concerns.

7.8 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears

consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

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

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
If the school becomes aware of a child that may be being sexually exploited, we will refer to the local authority.

7.9 <u>Child Criminal Exploitation (CCE)</u>

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

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

7.10 <u>County Lines</u>

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement –based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

7.11 <u>Female Genital Mutilation (FGM)</u>

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of five and eight.

Risk factors for FGM include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

The school will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:
Multi-agency statutory guidance on female genital mutilation

Where a pupil makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police and the local authority.

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. KCSIE 2023 says, 'whilst ALL staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.'

See below for mandatory reporting guidelines that all staff will adhere to:
Mandatory reporting of female genital mutilation: procedural information (accessible version) - GOV.UK (www.gov.uk)

The duty does not apply in relation to at risk or suspected cases.

7.12 So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the DSL/DDSL as a matter of urgency.

Breast ironing is practiced in some African countries, notably Cameroon. Girls aged between nine and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

7.13 Forced Marriage

The age of consent for marriage in the UK is 18 and it is therefore a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Our School can play an important role in safeguarding children from forced marriage.

Members of staff can contact the Forced Marriage Unit if they need advice or information:
Telephone: 0207 008 0151 or Email: fmu@fco.gov.uk

7.14 Preventing Radicalisation

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching them the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to a child's susceptibility which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alerted to changes in children's behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school ;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, artwork or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;

- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Other possible signs include:

- being overly secretive about their online viewing – for example this is one of the core ways in which ISIS is known to communicate and recruit;
- displaying feelings of isolation or expressions of an 'us and them' mentality – a sign of the sense of social isolation;
- becoming more argumentative or domineering in their viewpoints, being quick to condemn those who disagree and ignoring views that contradict their own;
- questioning their faith or identity;
- downloading or promotion extremist content;
- social isolation – losing interest in activities they used to enjoy, distancing themselves from friends and social groups;
- altered appearance – change in style of dress and/or personal appearance;
- abnormal routines, travel patterns or aspirations.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to ***prevent*** people from being drawn into terrorism". The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes. We will meet our requirements by:

- assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- ensuring our early help and safeguarding arrangements consider the policies and procedures of the Local Safeguarding Children Partnership;
- promoting active engagement with parent/carers as they are in a key position to spot signs of radicalisation;
- we will assist and advise families who raise concerns and point them to the right support mechanisms. We will also discuss any concerns about possible radicalisation with a child's parents in line with this policy unless we have specific reason to believe that to do so would put the child at risk;
- ensuring that as many members of staff as possible undertake preventing radicalisation training, with priority given to the Designated Safeguarding Lead;
- ensuring children are safe from terrorist and extremist material when access the internet in school.

'Channel' is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to 'Channel', they may be asked to attend a 'Channel' panel to discuss the individual referred to determine whether support is required.

The Croydon SPOC Consultation Line or the *Integrated Front Door* in West Sussex (IFD) can be contacted for advice on making a referral to Channel, but any safeguarding referral must be made via the online multi-agency referral forms, MARF in Croydon or the IFD in West Sussex. These can be accessed here for relevant local authorities: https://my.croydon.gov.uk/MashReferrals / Making a Referral - West Sussex SCP

The Prevent duty: Department for Education advice for schools and childcare providers: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people accessed via: http://educateagainsthate.com/

Raising Awareness of the Prevent Duty – Free E-Learning accessed via:
https://www.elearning.prevent.homeoffice.gov.uk/

Channel General Awareness – Free E-Learning accessed via:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

7.15 Domestic Abuse

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

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

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

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

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

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

KCSIE (2023) states that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

Operation Encompass

The school is a member of Operation Encompass. Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident. With this information, additional support can be put into place to support the student. Staff at the school have an awareness of the potential serious, long lasting emotional and psychological impact domestic abuse can have on a child. The culture within the school promotes safe opportunities for students to share concerns in this area, and staff understand the indicators that may present when children are exposed to domestic abuse.

The helpline is available 8am -1pm Monday to Friday on 0204 513 9990

7.16 Harmful Sexual behaviour, Sexual Violence and Sexual Harassment between children in schools and colleges

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is

developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context. Child- on -child abuse can take many different forms, including:

- bullying (including cyberbullying, prejudice based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and harassment.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Action to be taken following a report of harmful sexual behaviour, sexual violence and/or sexual harassment

As set out above (and throughout this policy), harmful sexual behaviour, sexual violence and sexual abuse can happen anywhere, and all staff working are advised to maintain an attitude of '*it could happen here'*. Even if there are no reported cases of child-on child abuse, we recognise that such abuse may still be taking place and is simply not being reported. We adopt a zero-tolerance approach to child-on child abuse. It should never be passed off as 'banter' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff are aware of and respond appropriately to all reports and concerns about harmful sexual behaviour, sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The DSL/ DDSL/s is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college. The following important considerations will be made, including:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed ;

- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident, and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- importance of understanding intra familial harms and any necessary support for siblings following incidents;
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

When there has been a report of harmful sexual behaviour or sexual violence, the DSL or DDSL should make an immediate **risk and needs assessment**. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The **risk and needs assessment** for a report of sexual violence should consider:

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer.

Written risk assessments should be recorded and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL/ DDSL should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Safeguarding concerns that relate to harmful sexual behaviour, sexual violence, child-on-child abuse, sexual harassment, are where appropriate additionally reported (in addition to potential referrals to Children's Services) through the Local Authority reporting mechanism. As per KCSIE 2023, where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed to the police. See KCSIE P.505-527 for specific guidelines.

The school will continue to monitor and review statutory guidance as set out in the KCSIE 2023 to ensure best practise is followed.

Sexual harassment between children in school & Sharing nudes and semi-nudes; When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos, or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and/or videos.

All staff are aware of the importance of reporting concerns following the schools stated safeguarding procedures to the Safeguarding Team as soon as possible. Further guidance is provided to staff as part of the safeguarding training.

- the key consideration is for staff not to view or forward illegal images of a child;
- staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below. Wherever possible, responses to incidents should be based on what DSL/ DDSL have been told about the content of the imagery;
- it is important that all members of staff are clear on what they can and can't do in relation to viewing nudes and semi-nudes and that this is communicated to any child, young person or parent and carer requesting that imagery be viewed;;
- the decision to view any imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the education setting. Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL/DDSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- is necessary to report it to a website, and or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report;
- is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

If it is necessary to view the imagery, then the DSL/DDSL should:

- never copy, print, share, store or save them; this is illegal. If this has already happened, please contact your local police for advice and to explain the circumstances;
- discuss the decision with the Principal or a member of the senior leadership team;
- make sure viewing is undertaken by the DSL/DDSL or another member of the safeguarding team with delegated authority from the Principal or a member of the senior leadership team;
- make sure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images;
- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the Principal or a member of the senior leadership team's office;
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images;
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Ensure this is signed and dated and meets any appropriate wider standards e.g. such as those set out in statutory safeguarding guidance and local authority policies and procedures;
- if any devices need to be taken and passed onto the police, confiscate the device(s) and call the police. The device should be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device should be placed in a secure place, for example in a locked cupboard or safe until the police are able to come and collect it.

In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

'**Upskirting**' 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, distress or alarm. It is now a criminal offence.

7.17 Serious Violence

All staff should be aware of indicators, which may signal that child are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. **In the event of concerns in this area, staff need to raise these with the DSL/DDSL immediately and follow this up with verbal sharing to ensure information is shared quickly.**

7.18 Looked After Children and Previously Looked After Children and Care Leavers

The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for looked after children/ previously looked after children and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the DSL will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children, including those placed out-of-authority. More information about supporting children who are looked after in achieving their potential can be found in Promoting the Education of Looked After Children.

The DSL will have details of the student's social worker and the name of the virtual school head in the authority that looks after the student.

7.19 Children with SEND – see school's SEND policy for further information.

The school is aware that children with special education needs or certain health conditions may be more vulnerable to harm and abuse and can face additional safeguarding challenges. This may occur because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- there are communication barriers and difficulties in managing or reporting these challenges.

The school provides extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Our school policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The Designated Safeguarding Lead works alongside the SEND team to identify pupils who might need more support to be kept safe or to keep themselves safe.

7.20 Children who identify as lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At the school, we endeavour to reduce the additional barriers faced by proving a safe space for them to speak to trained

members of staff. A member of the Safeguarding Team has designated responsibility for LGBT within our educational setting.

7.21 Privately Fostered Children

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

Why are children in Private Foster Care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family;
- host families for language schools;
- parental ill-health;
- where parents have moved away, but the child stays behind (e.g. to stay at the same school to finish exams)
- teenagers living separately from their own family;
- children brought from outside the UK with a view to adoption;
- children at independent boarding schools who do not return home for holidays and are placed with host families.

Are children in private foster care defined as 'Local after Children'?

No. The term 'Looked after Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority. Schools should not therefore code children in private foster care as 'LAC'.

Children staying with host families (homestay)

Some schools and colleges decide for their pupils to have learning experiences by staying with a 'host family' who are not related. It can be part of a foreign exchange visit and known as 'homestay' arrangements. Appendix E of KCSIE 2023 has further definition around this. In some cases where the family is within the UK, this could amount to private fostering under the Children's Act 1989.

7.22 Young Carers

If the school has concerns about a pupil, they believe to be a young carer, they will contact the Young Carers Service on 0208 649 9339. Further details can be found on their website – www.talkofftherecord.org

7.23 Fabricated or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

7.24 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being evicted from a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

7.25 Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

7.26 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed and there are two age appropriate guides to support children.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

7.27 Contextual safeguarding for young people

The school is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their own peer group. Protecting children from these external risks is known as contextual safeguarding. School safeguarding policies must therefore reflect the needs of young people in their own communities.

Schools/colleges act as a protective factor in children's lives. Children who do not attend can become *hidden*, which means that schools/colleges are less able to help and protect them. Children who do not attend school may be at further risk of not achieving their educational potential. This could include the following groups;

- children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged;
- children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies;
- children attending unregistered schools, sometimes under the guise of being electively home educated;
- children in alternative provision that is of insufficient quality or is not provided for the required hours;
- children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

7.28 Children who run away/go missing

Children who run away or go missing from home or care are vulnerable to criminal and/or sexual exploitation. If a school becomes aware of a child who is missing from home or care and that child has not been reported missing to the police, they should do so using 101.

Running away may be an indicator of other problems and therefore referral to the local authority should be considered. Early intervention after the first episode may prevent a child being exploited.
Children who run away or go missing from home or care

7.29 Modern Slavery and the National Referral Mechanism
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

7.30 Cybercrime
Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. Attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Section 8 Reporting Procedures for dealing with concerns about a child:

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

- **where a child is in immediate danger or at risk of harm**, a referral should be made to children's social care and/or the police immediately;
- see **Appendix 1** for KCSIE flowchart;
- **anyone can make a referral in these circumstances**. If there is a risk of immediate serious harm to a child immediately, a referral should be made to the local authority immediately;
- where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made. The concern should be recorded on the school's safeguarding system;
- if the Designated Safeguarding Lead is not available, staff should speak to a member of SLT and/ or take advice from local children's services;
- if the child's situation does not appear to improve, the staff member with concerns should press for reconsideration by raising concerns with the Designated Safeguarding Lead and Principal;
- **if at any point the school feels that the rationale/justification for the decisions made by social care do not ensure that the child is prevented from risk of harm, then they will escalate their concerns in line with the social care escalation policy/procedure. This must be recorded on the school's safeguarding system and the escalated complaint must be sent to the Director of Performance and Quality. The Director of Performance and Quality and/ or the CEO will ensure that escalated complaints are followed through;**
- staff should not assume that somebody else will take action/share information that might be critical in keeping children safe. Staff should not assume a colleague or another professional will take action and share

information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan);

- we work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with Police, any relevant external agency including GP, school nurse, and make a referral to children's social care;
- where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager;
- the following link provides additional guidance for reporting child abuse to your local council: https://www.gov.uk/report-child-abuse-to-local-council.

If children are educated elsewhere in alternative provision, the school ensures that they have a safeguarding policy in place. Robust quality assurance measures are followed. Written confirmation of safeguarding checks are sent to the school for our records. Any safeguarding concerns are passed immediately to the school as soon as they arise.

Taking Action
If you have concerns about a child (as opposed to a child being in immediate danger)

Appendix 2 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

- Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).
- You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- The concern should be recorded electronically on the school's safeguarding system. All staff have had training on how to use the safeguarding system.
- If the DSL/DDSL is not available, staff should speak to a member of SLT and/ or take advice from local children's services.
- 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.

Referral

- if it is appropriate to refer the case to local authority children's social care or the Police, the DSL will make the referral or support you to do so;
- if you make a referral directly, you must tell the DSL as soon as possible;
- 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 contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves;
- **if at any point the school feels that the rationale/justification for the decisions made by social care do not ensure that the child is prevented from risk of harm, then they will escalate their concerns in line with the social care escalation policy/procedure. This must be recorded on the school's safeguarding system and the escalated complaint must be sent to the Director of Performance and Quality. The Director of Performance and Quality and/ or the CEO will ensure that escalated complaints are followed through;**

8.1 <u>How to handle a disclosure</u>:
It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have made threats to kill or injure should they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a child talks to a member of staff about any risks to their safety or wellbeing they will need to let them know that you must pass the

information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

8.2 <u>During the conversation with the child</u>:

- allow them to speak freely;
- remain calm and do not overreact – the child may stop talking if they feel they are upsetting you;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- do not be afraid of silences – remember how hard this must be for the child;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother thinks about all this;
- at an appropriate time tell the child that in order to help them you must pass the information on;
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong;
- tell the child what will happen next. The child may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see them before the end of the day;
- report verbally to the designated person. Once reported to the DSL, record concerns on the school's safeguarding system;
- record on the school's safeguarding system the conversation as soon as possible in the child's own words. Stick to the facts and do not put your own judgement on it – see **8.3 Written Records** guidance below. The record must include dates and times to ensure there is an accurate record; alternatively, **if appropriate and if there is immediate risk of harm, make a referral to children's social care and/or the Police directly, and tell the DSL as soon as possible that you have done so;**
- seek support if you feel distressed.

We recognise that children may not feel ready to disclose their abuse, neglect or exploitation and that they may not recognise their experiences as harmful. This could be as a result of a range of factors such as embarrassment, coercion or vulnerability (such as SEND, sexual orientation or language barriers). All staff will work towards building positive/trusted relationships with children that facilitate communication and show professional curiosity that will provide opportunities for disclosure. Additional pastoral support (and appropriate support for communication in relation to children with SEND, particularly for schools with Enhanced Learning Provisions) will be considered by our schools.

8.3 <u>Written Records:</u>

Records should include:

- the date, time and place of the conversation;
- detail of what was said (in the child's words) and done by whom and in whose presence;
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Where a report includes online elements or the sharing of images, staff are reminded not to view or forward any illegal images of a child but note what has been reported. Further guidance can be found in the Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

8.4 <u>Child Protection Case Conferences</u>

- it would be usual for the DSL to attend the case conference;
- if invited, staff will be given time/cover to enable them to attend where possible;
- a full report is produced and sent to the conference administration 5 days prior to the conference as required by the Local Authority's Safeguarding Partnership, assuming staff are informed in good time.

8.5 When to call the Police

- the DSL and the safeguarding team should liaise with the three safeguarding partners and work with other agencies in line with '***Working Together to Safeguard Children'***. '***NSPCC - When to call the Police'*** should help DSLs understand when they should consider calling the police and what to expect when they do;
- while all staff should speak to the DSL/DDSL with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

8.6 Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- has a disability or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member (carer/guardian) in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff who consider that a student may benefit from early help should discuss this with the DSL or DDSL. If early help is appropriate, the DSL will oversee liaising with relevant agencies and setting up 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 professional. The DSL will support staff in liaising with external agencies and professionals in an interagency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

Section 9 Information sharing

All members of staff are aware of the importance of confidentially when handling sensitive information, from receiving the initial disclosure, to handing the records and files used to support safeguard the child. Staff are aware of the need to report concerns and share information with the Safeguarding Team immediately and the importance of only sharing information with staff on a need-to-know basis.

Staff who have an increased level of access to information on the school's safeguarding systems are required to sign in with a 2-factor authentication to ensure an appropriate level of system security.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Principal/ Head of School. The

Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. See **Section 12** for details of transferring information.

Section 10 Notifying Parents/ Carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers.
The DSL will normally do this in the event of a concern or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved unless this would impact upon any potential investigation or place any children at risk of harm.

Any meetings with parents/carers that relate to safeguarding (including pastoral meetings for attendance / behaviour / wellbeing) will be recorded on the school's safeguarding system.

Section 11 Online Safety/ Filtering and Monitoring

Staff are made aware that technology is a significant component of safeguarding issues and abuse can take place concurrently online and in daily life. Online safety is an ongoing and interrelated theme that informs other policy and systems/processes. All staff who use any part of the IT system must undergo annual NCSC cyber security training.

The prevalence of issues arising through children's access to the online world is significant and all staff should be aware of associated risks and signs/symptoms.

These are categorised within ***Keeping Children Safe in Education*** as:

- Content
- Contact
- Conduct
- Commerce

This includes non-age-appropriate content, self-harm and suicide, sharing nudes or semi-nudes, cyberbullying, grooming, radicalisation, gaming (now identified by the World Health Organisation as a disorder), online gambling, inappropriate advertising, harmful online challenges/hoaxes and cybercrime. Our pupils will receive sessions to ensure they are aware of the risks associated above and how to report any concerns.

We will continue to follow advice from the DfE in relation to online safety where children are being asked to learn online from home. See **Remote Education Policy.**

Staff will receive annual training around online safety including the signs/symptoms for the 4 C's above as well as the signposting available to students in order to build their online resilience. We will also work with parents/carers to reinforce the importance of children being safe online and how to support them to achieve this.

The IT team will commission an annual review/risk assessment of each school's online safety provision to ensure continued good practice. This will be supported by an annual risk assessment that considers and reflects the risks that children may face.

Specific reference to safeguarding in relation to access online can be found in the Trust's IT Policy.

11.1 Filtering and Monitoring

Keeping Children Safe in Education requires schools and colleges in England to 'ensure appropriate filters and appropriate monitoring systems are in place' for school devices and school networks. As a Trust, we abide by the

'Filtering and Monitoring Standards' set by the DfE and review the effectiveness of these systems at least annually. This guidance states that schools will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

In addition to this annual review, the Director of IT will also commission an additional review if:

- a safeguarding risk is identified;
- there is a change in working practice like remote access or bring your own device;
- new technology is introduced in any school.

Pupils should not be able to access harmful or inappropriate material from the school's IT system" however, schools will need to "be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

We recognise that no filter can be guaranteed to be 100% effective. The Principal along with the Director of IT will check that the school is satisfied that their filtering system manages the following content (and web search).

The filtering will have regard to:

- discrimination – a web search that promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sexuality, gender identity, disability; drugs/substance abuse - displays or promotes the illegal use of drugs or substances;
- extremism - promotes terrorism and terrorist ideologies, violence or intolerance; malware/hacking - promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content;
- pornography - displays sexual acts or explicit images; piracy and copyright theft - includes illegal provision of copyrighted material;
- self-harm - promotes or displays deliberate self-harm (including suicide and eating disorders); violence - displays or promotes the use of physical force intended to hurt or kill.

The school makes sure that their filtering system meets the following principles:

- age appropriate, differentiated filtering – includes the ability to vary filtering strength appropriate to age and role; has the ability and ease of use that allows academies to control the filter themselves to permit or deny access to specific content;
- the filtering provider publishes a rationale that details their approach to filtering with classification and categorisation as well as over blocking;
- the filtering system has the ability to identify users;
- mobile and App content – mobile and app content is often delivered in entirely different mechanisms from that delivered through a traditional web browser. If users are connected to the school WIFI, then access is appropriately filtered.
- multiple language support – the ability for the system to manage relevant languages. Network level filtering should be applied at 'network level' i.e., not reliant on any software on user devices;
- reporting mechanism – the ability to report inappropriate content for access or blocking. Reports – the system offers clear historical information on the websites visited by your users.

We recognise that no monitoring can guarantee 100% effectiveness. The school will make sure that there are appropriate monitoring systems in place to check for:

- content that is illegal, for example child abuse images and terrorist content;
- the repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others; Encouraging the child into a coercive/manipulative sexual relationship. This may include encouragement to meet;
- promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sex, sexuality, disability or gender identity;
- displays or promotes the illegal use of drugs or substances;

- promotes terrorism and terrorist ideologies, violence or intolerance;
- displays sexual acts or explicit images;
- promotes or displays deliberate self-harm; promotes the use of physical force intended to hurt or kill; suggest the user is considering suicide.

If pupils are vulnerable, then monitoring may increase dependant on need. Monitoring will include:

- Physical monitoring;
- Live software viewing;
- Monitoring user logs;
- Individual device monitoring.

The school makes sure that the accessible content is age appropriate – and includes the ability to implement variable monitoring appropriate to age.

Staff play a vital role in reviewing the effectiveness of monitoring and filtering. Staff will report to the DSL and the IT team if:

- They see or suspect that unacceptable content has been accessed;
- It has been discovered that unacceptable content can be accessed;
- Teaching content could cause a spike in logs;
- There is a failure or abuse of the system;
- If there are perceived unreasonable restrictions;
- Abbreviations or misspellings that allow access to unacceptable content

The Trust will use filtering and monitoring results to inform policy and practice and will regularly review their effectiveness. All users are made aware that their online access is being monitored via staff training, staff handbooks, assemblies to pupils and computing lessons.

To mitigate the risk of pupils having unlimited access to internet access through their own personal mobile phones, we ensure that whilst pupils may carry phones to school, they are not allowed to access mobile phones while they are on site.

11.2 <u>Online safety</u>

- parental information regarding supporting online safety is made available through the school website;
- There is additional guidance how to teach pupils to be safe online on the DfE guidance that schools will use to inform practice;
- significant training is provided to staff and students about the potential risks that social media may play in creating safeguarding concerns. Under no circumstances should staff seek to add pupils or accept pupils' friend requests through social media. Should social media need to be used in a context for updating families and the community about events involving the school this should be discussed with the Principal and delivered through the school's secure and official social media pages;
- staff and students should be reminded about the importance of privacy and security settings that are supported by social media, and that any compromising or unprofessional images or text should not be accessible by members of the school community or members of the public (see Trust IT Policy). Staff should also take care when posting to any public website (including online discussion forums or blogs) that their comments do not harm their professional standing or the reputation of the school – even if their online activities are entirely unrelated to the school;
- unless authorised to do so, staff and students must not post content on websites that may appear as if you are speaking for the school. Staff and students should not post any material online that can be clearly linked to the school that may damage the school's reputation. Staff and students should avoid posting any material that clearly identifies yourself, another member of staff, or a student, that could potentially be used to embarrass, harass, or defame the subject.

Section 12 Mobile Phone/ Email

- School tablets, phones, devices may only be used in the main learning area (not toilets or changing rooms or where children are changing their clothes) during work time when they may want a record of a child's learning for assessment purposes;
- staff will not take pictures or recordings of pupils on their personal devices such as phones, cameras or tablet. This includes at performance events;
- staff should only use their school email address to contact parent/ carers about a child. Staff should never use their personal email addresses in relation to anything related to work as this could leave staff vulnerable to safeguarding issues;
- school email accounts can be used for personal items, but it is a disciplinary offence to send any unsuitable adult or discriminatory material through the school's network, or to make derogatory comments about students or staff, or to bring the school into disrepute.

Section 13 Record Keeping and record transfers.

All safeguarding and child protection information is stored confidentially at the school, or via the school's safeguarding system, with restricted access to the Safeguarding Team and the Principal. Staff are aware of the importance of record keeping and ensure safeguarding concerns are shared with the Safeguarding Team immediately.

When a child moves to another school or educational establishment, safeguarding and child protection records will be posted securely, emailed securely, or transferred via the school's safeguarding system to the receiving school. All information transferred from the school are marked as confidential and addressed to the DSL at the receiving school. Accompanying files is a confirmation slip to be returned to the school confirming the safe receipt of the documentation. When transferring files between establishments, recorded and signed delivery is used. A receipt is issued to the receiving establishment to ensure files remain confidential. Files are transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within 5 days off the start of a new term (where the school placement has been confirmed) to allow the new school or college to have support in place for then the student arrives. Where possible, the DSL will make contact with the DSL of the new school in the event of a serious/ significant current safeguarding issue in addition to sending secure files.

All information sent to the school that is marked as confidential, or for the attention of the DSL is handed directly to the Safeguarding Team for filing.

Where the forwarded school is not known, any safeguarding and child protection information will remain at the school until the child is 25 years old, at which point it will be destroyed.

Section 14 Safeguarding and the curriculum:

All pupils will receive an age-appropriate personal development curriculum that ensures they are provided with effective information, support and signposting for all safeguarding areas, including online safety. To be effective the school presents this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. The personal development curriculum adheres to the statutory RSHE guidance. Pupils will be taught about relevant risks, appropriate behaviour and how to report concerns.

See the **school's RSHE policy for further information**.

Examples from **Keeping Children Safe in Education** include teaching about:

- sexism
- misogyny/misandry
- homophobia
- biphobia
- sexual violence/harassment
- healthy and respectful relationships

- boundaries and consent
- stereotyping
- prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship (including coercive and controlling behaviour)
- the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM)
- what constitutes sexual harassment and sexual violence and why these are always unacceptable together with sensitively reinforcing that the law is in place to protect children and young people rather than criminalise them.

Where external visitors are utilised to provide information and advice on site at an school, appropriate checks will be completed to ensure that the visitor/organisation: Is who they say they are (i.e. ID checks/website checks/reviews), will be of benefit from an education perspective, is age appropriate, that the content is neutral from political views, that there is no attempt to coerce/manipulate/radicalise and that they understand safeguarding expectations (through sharing the school's safeguarding information) including confirming they have read and understood Keeping Children Safe in Education Annex A. A useful guide can also be found from 'Using external visitors to support online safety education'.

Section 15 Allegations against staff

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers, and contractors. This also includes staff of external providers who may hire out the premises to run activities for children under the age of 18)

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken. Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

If an allegation is made against a governor, the school will follow their own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Allegations should be reported to the LADO 'without delay'. If there is an immediate risk of harm, the DSL will contact local authority children's social care and the police, if necessary. Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. See paragraph 363 of KCSIE 2023 for guidance. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

In the event of concerns shared with the DSL regarding the conduct of staff, these will be shared immediately with the Principal. It may appropriate to further notify the LADO of the concern, citing the planned action being taken by the Principal and the expected outcome. Records of the concerns shared with the LADO, and subsequent actions are recorded confidentially.

Any allegation against a member of staff regarding child protection issues will be handled according to the Croydon/ West Sussex LA Safeguarding Children Policy & Procedures. The Local Authority Designated Officer (LADO) should be contacted immediately.

In the instance of an allegation made against a supply teacher, the DSL will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required. Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly. In **no circumstances** will the school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

The Principal will decide whether the concern is an allegation or low-level concern. The term '*low-level'* concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the **threshold for referral** to the Local Authority Designated Officer (LADO) (see chart below).

The table below highlights different types and levels of concern relating to staff behaviour.

We have an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. This enables us to create a culture in which all concerns about adults are shared responsibly and with the right person. This enables us to:

- identify inappropriate, problematic or concerning behaviour early;
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

15.1 <u>Understanding and handling low-level concerns</u>

If a member of staff has a safeguarding concern or an allegation about another member of staff (including supply staff, volunteer, or contractor – see description of person on pg 38) **that does not meet the harm threshold**, then this concern is shared with the DSL and Principal and recorded as a low-level concern. Records of low-level concerns regarding staff are held in the same document used to communicate concerns with the LADO, with categories clearly recorded.

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

If the concern has been raised via a third party, the DSL/ Principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Our staff are encouraged and feel confident to **self-refer**, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns (anonymity should be respected as far as reasonably possible, if requested);
- details of the concern;
- context in which the concern arose;
- action taken.

Appropriate action will be taken in the event of low-level concerns to ensure the school appropriately safeguards the students. The Principal is the ultimate decision maker in relation to appropriate action taken due to low level concerns. This may include, additional training, and discussions to ensure the member of staff is aware of their safeguarding responsibilities, and professional conduct.

Records are kept confidential, held securely and comply with the Data Protection Act 2018, and kept at least until the individual leaves their employment. Records are be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

Where an unsubstantiated, unfounded, false or malicious allegation, the school will consider whether any disciplinary action is appropriate against the individual, these actions will be in line with the school's Staff Behaviour Policy/ Code of Conduct

15.2 <u>Handling a disclosure relating to the Principal.</u>

If an allegation is made by a student or member of staff regarding the Principal, the DSL would contact the Chair of Governors, via the Governance Manager, to initiate a short enquiry before deciding upon how to proceed and whether to involve the Local Authority Designated Officer (LADO) or other key agencies and services for further advice and guidance. The Chair of Governors would then become the case manager. For more details about this and/or allegations against the CEO of the Collegiate Trust, please see the **TCT Whistleblowing Policy.**

15.3 <u>Duties as an employer and an employee</u>

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.

The guidance in Keeping Child Safe in Education (2023) Part Four should be followed and read in conjunction with the school's procedures on managing allegations of abuse against teachers, supply, volunteers, staff (this also includes

staff of external providers who may hire out the premises to run activities for children under the age of 18) and professionals, where it is alleged that any of the above roles working in the school or activity that provides education for children under 18 years of age, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This section relates to members of staff who are currently working in our school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Our school also has a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Please refer to the guidelines in **Keeping Children Safe in Education (2023) Part Four from paragraph 352** for detailed guidelines around how the school will:

- Manage allegations;
- Assign a case manager and investigating officer;
- Support staff;
- Follow time frames;
- Work effectively and proactively with other agencies including DBS, the Police and TRA;
- Mange record keeping and
- Manage reflections on subsequent safeguarding procedures moving forward.

Section 16 - <u>Positive handling and restraint- Training</u>

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading “Physical Control”. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- committing an offence;
- causing personal injury to, or damage to the property of any person (including the student themselves);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its student, whether during a teaching session or otherwise.

Positive handling is considered to be a positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment**.**

If a teacher restrains a child for their safety, the incident must be reported to the DSL who will make a record of the incident on the school’s safeguarding system. Records of incidents of positive handling are tracked and evaluated to monitor occurrence and involvement.

Further advice and guidance on the use of reasonable force can be found at;
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.
See school’s Behaviour Policy for more information.

Section 17 EYFS Safeguarding

Duty to notify/report to Ofsted a serious childcare incident.

The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware (or ought reasonably to have become aware) of it. The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The school will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

Section 18 - Staff with children attending/ working at the school.

The school recognises that staff may have their own children attending/ working at the school. Members of staff should:

- not be approached about their own children whilst in school;
- staff who are parents should not abuse their access to student data/safeguarding records;
- if the DSL/DDSL is also a parent of a child at the school, then another nominated member of the school's safeguarding team should manage any safeguarding actions/ paperwork/ case conferences about the DSL/DDSL's child. If this is not possible or appropriate, then any safeguarding actions will be managed by the Professional Network Lead for Safeguarding;
- parents who are members of staff should not approach colleagues about their child;
- parents who are members of staff should follow the same channels when communicating;
- parents as employees must ensure they uphold professional boundaries between the two roles and that their behaviour does not constitute a conflict of interest or raise concerns that could relate to either low-level concerns or serious safeguarding concerns that require LADO intervention;
- parents as employees should consider their social media usage carefully and ensure appropriate privacy and security settings are in place. Staff who are parents are advised to exercise caution when using social media platforms, ensuring that their behaviour does not constitute a conflict of interest or raise concerns that could relate to either low-level concerns or serious safeguarding concerns that require LADO intervention.

A record of staff who are also parents with children attending the school, or members of staff with close familial links to children attending the school is maintained to ensure there is no conflict of interest.

Section 19 -Whistleblowing

Where there are concerns about the way that safeguarding is carried out at the school, staff should refer to **The Collegiate Trust Whistleblowing Policy**. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- an legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding regimes, these should be raised in accordance with the Trust's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. If staff and volunteers feel unable to raise an issue with the school, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. . Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Section 20 -Procedures for parents and carers when raising a concern over Safeguarding.

There may be a time when you need to raise a concern over the safety and well-being of your child. Please contact the DSL, if this is the case. If appropriate, the DSL/ DDSL will contact the Local Authority Designated Officer (LADO). Serious concerns which involve a member of staff should be addressed directly to the Principal.

- primary schools will investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint;
- early years providers will make available to parents and/or carers details about how to contact Ofsted if they believe the provider is not meeting the EYFS requirements;
- parents and /or carers will be made aware if they are to be inspected by Ofsted. A copy of the report will be issued to parents and/or carers of children attending on a regular basis;
- please see the **Complaints Policy** for further details.

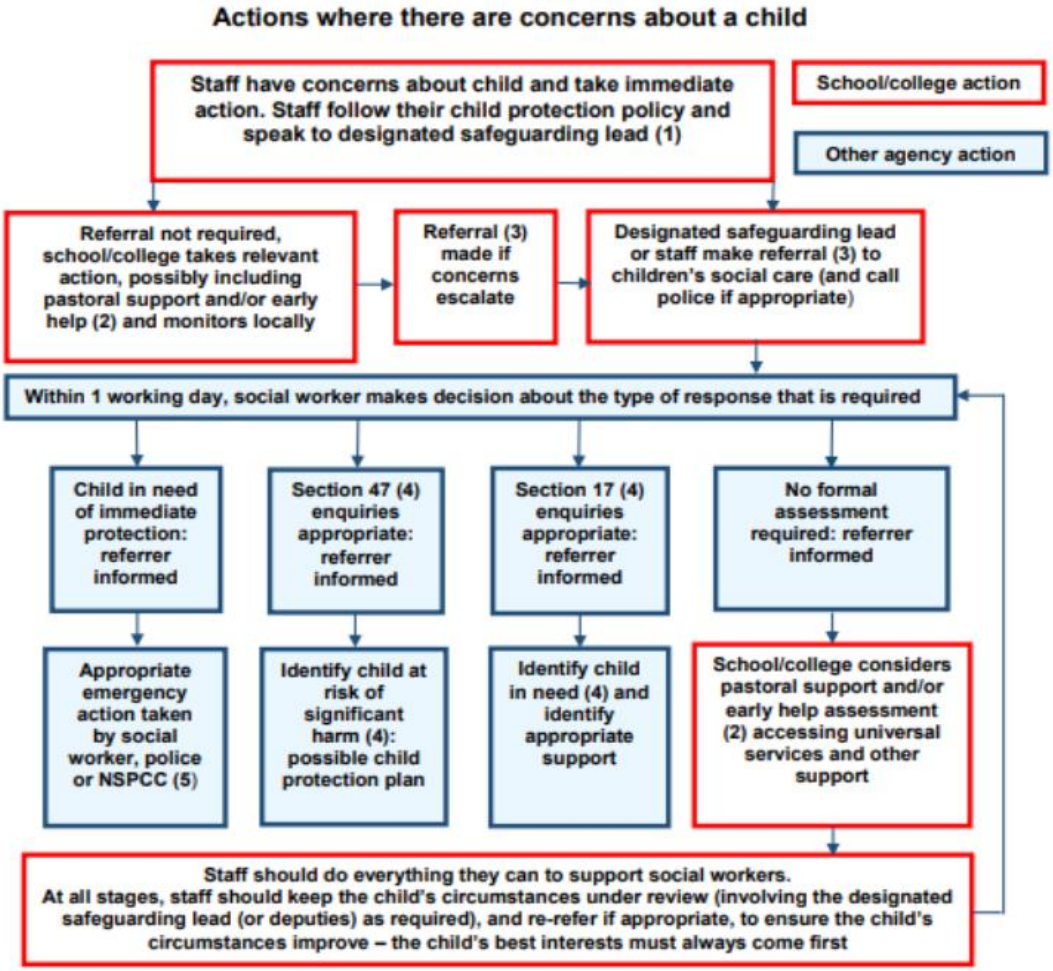
Section 21 – Quality assurance of Safeguarding

The school takes part in safeguarding audits commissioned by the Trust -this includes regular audits of the SCR. This stringent quality assurance is representative of our commitment to continually strengthen safeguarding. The school will also take part in an audit issued by the local authority, where applicable. If there are any concerns about safeguarding, the Trust will work with the local authority to audit a review of safeguarding practices and procedures.

Local Governing Bodies will receive regular reports about all child protection/safeguarding matters, i.e. numbers of child protection referrals and allegations against staff and Trustees will receive annual summary reports covering such matters across all Trust schools

Appendix 1

7.1 KCSIE diagram below for actions related to making a referral concerning about a child in school.



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

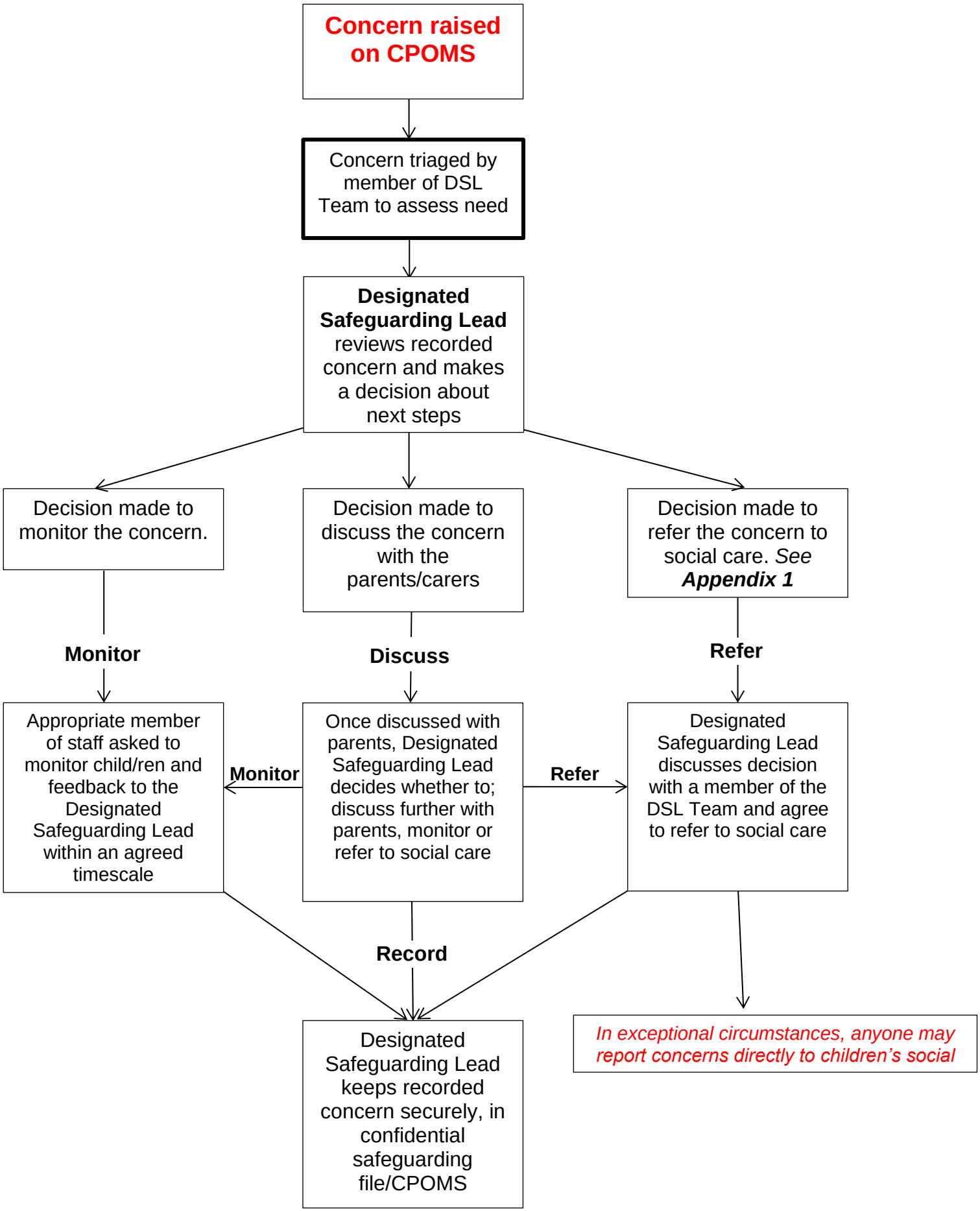
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 2 – Gossops Green Primary Procedures:

PROCEDURE FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD – If no immediate danger



Appendix 3

Keeping children safe in education 2023

Safeguarding Issue	Link to Guidance/ Advice	Source
Abuse	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/ https://www.gov.uk/guidance/domestic-abuse-how-to-get-help https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief https://www.gov.uk/government/publications/forced-marriage-resource-pack https://www.gov.uk/government/collections/disrespect-nobody-campaign https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy https://stopabusetogether.campaign.gov.uk/	DfE advice
Bullying & cyberbullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	DfE advice
Children and the courts	http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf	MoJ advice
Children missing from education, home or care	https://www.gov.uk/government/publications/children-missing-education https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care https://www.gov.uk/government/publications/missing-children-and-adults-strategy	DfE statutory guidance
Children with family members in prison	https://www.nicco.org.uk/	Barnados in partnership with HM Prison and probation service
Child Exploitation – county lines	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lineshttps://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit	Home Office guidance Childrens Society
Child Exploitation – Child sexual exploitation (CSE)	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit https://tce.researchinpractice.org.uk/	DfE
Confidentiality	https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines	NSPCC
Domestic abuse / Domestic violence	https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/	NSPCC

Drugs	https://www.gov.uk/government/publications/drugs-advice-for-schools https://pshe-association.org.uk/drugeducation	DfE and ACPO advice PSHE Ass
Fabricated or induced illness	https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced	Home Office guidance
Health and wellbeing	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools—2 https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/	DfE advice NHS
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities	Home Office guidance
“Honour Based Violence” FGM	https://www.gov.uk/government/collections/female-genital-mutilation https://www.gov.uk/government/collections/female-genital-mutilation https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack	Home Office
“Honour Based Violence” forced marriage	https://www.gov.uk/forced-marriage https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation	Foreign Commonwealth Office and Home Office
“Honour Based Violence” abuse linked to faith or belief	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief	Home Office
Information Sharing	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/	DfE advice
Online safety	https://www.childnet.com/resources/cyberbullying-guidance-for-schools/ https://national.lgfl.net/digisafe https://www.gov.uk/government/publications/ukcis-online-safety-audit-tool https://saferinternet.org.uk/guide-and-resource/parents-and-carers	Childnet LGFL
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE advice
Remote education	https://www.gov.uk/government/collections/get-help-with-remote-education https://www.gov.uk/guidance/safeguarding-and-remote-education https://national.lgfl.net/digisafe/safe-remote-learning https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations https://swgfl.org.uk/resources/safe-remote-learning/	DfE advice LGFL NCSC SWGFL
Radicalisation	https://www.gov.uk/government/publications/prevent-duty-guidance https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty http://educateagainsthate.com/ https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	Home Office guidance DfE advice DfE and Home Office

Online - Sexting	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	UK Council for Child Internet Safety
Sexual violence and sexual harassment between children in schools	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf	DfE advice
Harmful sexual behaviour	https://rapecrisis.org.uk/ https://www.nice.org.uk/guidance/ng55 https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/?utm_campaign=1540968_HSB%20Toolkit%20email_SOCIAL%20MEDIA&utm_medium=email&utm_source=Lucy%20Faithfull%20Foundation&dm_i=48W7,X10O,38NO7C,43A9L,1	Rape Crisis NICE
Violence	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges https://www.gov.uk/government/publications/serious-violence-strategy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf https://youthendowmentfund.org.uk/evidence/ https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations	Home Office advice DfE advice DfE advice Home Office Home Office Home Office Home Office Home Office