



## Safeguarding and Child Protection Policy and Procedures

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## Quick Reference Contacts Guide

	<b>Name</b>	<b>Ext</b>
<b>Designated Safeguarding Lead</b>	Louisa Seymour	1131
<b>Deputy DSL</b>	Lesley Carroll	1112
<b>Deputy DSL</b>	Amanda Erasmus	1268
<b>Principal</b>	Nigel Clemens	1110
<b>Chair of governors</b>	Peter Waine	
<b>LADO</b>	Rob Wratten	01895 250975

<b>Police</b>	101 /999
<b>NSPCC Whistle-blowing Helpline</b>	0800 028 0285



## **Our school's commitment to safeguarding**

This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

*'The welfare of the student is paramount.'* (Children Act 1989.)

Our staff and governors are committed to safeguarding the students at this school and contribute to multi-agency working to keep students safe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need.

This policy and set of procedures work in line with the relevant legislation, statutory guidance and takes account of non-statutory guidance, all of which are listed in Appendix 1.

In addition, the school has developed separate information to reflect the additional procedures required during the COVID-19 pandemic. This is regularly reviewed and updated as required and is in line with [government guidance](#).

## **PART 1 PROCEDURES**

### **1 Worried about a student**

You may be worried about a student because you have seen or heard something. You may have noticed a change in their behaviour.

Where a student comes to speak to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a student discloses to you, you should:

- **Listen** to what the student is saying, without displaying any signs of shock or disbelief;
- **Allow** the student to talk freely without interrupting;
- Reassure the student but do not make promises about keeping the information a secret;
- **Reassure** the student that this is not their fault;
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions;
- **Explain** to the student that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

You may not have received a direct disclosure, but you have over-heard a conversation which worries you. You may have seen a mark on a student which worries you or noticed a change in behaviour. You have a responsibility to follow the steps below:



#### Step 1

- If you are concerned that a student might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the student?
- Report your concerns directly to a member of the safeguarding team, as soon as you are able;
- In the first instance our Designated Safeguarding Lead is Louisa Seymour;
- If the DSL is unavailable, please report to our deputy DSLs: Lesley Carroll or Amanda Erasmus;
- If the DSL or deputy DSLs are not available, please report to one of the safeguarding team;
- If no-one from your safeguarding team is available, speak to the most senior member of staff on site. If this is you, please refer to 'Role of DSL'.

#### Step 2

- Record your concerns on CPOMS (the online app that you have already accessed), entering all necessary details;
- Make sure you alert the house guidance leader for that student and Amanda Erasmus as deputy DSL on CPOMS.

#### Step 3

- Incidents on CPOMS will be followed up by the relevant member of the safeguarding team;
- Actions taken will also be added to CPOMS;

#### Step 4

- If you would like feedback regarding your concern, this may be requested from the relevant member of the safeguarding team.

Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

## **2. When are parents/carers contacted?**

Concerns about the welfare or safety of students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the student. Our first priority is the student's welfare and therefore there may be occasions when concerns about a student means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to children's social care, the parent/carer will be contacted by a member of the school's safeguarding team and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/carer as to do so may increase the risk of harm to the student.

Where reports are written about students as part of the child protection process, the school will provide opportunity prior to the conference to share the content with parents and carers.

## **3. The role of the designated safeguarding lead and deputy DSLs in our school**

Our designated safeguarding lead works in line with the requirements of the role, as set out in Annex B of Keeping Children Safe In Education Sept 2020. Our deputy DSLs are available in the absence of the DSL.



The members of our safeguarding team work in partnership with a range of other agencies, to keep students safe. This includes information-sharing, provision of reports and attendance at multi-agency meetings, including child protection conferences and core groups.

#### **4. What happens once a concern / disclosure has been reported to a member of the safeguarding team?**

The DSL or deputy DSLs will follow the steps below to respond appropriately to the concern and safeguard the student:

##### Step 1

- If there is concern that the student is in immediate danger contact will be made with the children's social care/adults' social care (in the case of students over the age of 18). You may also consider contacting the police on 999. Go to section 'making a referral to social care' (page 9).

##### Step 2

- The parent(s) or carer(s) of the student concerned will be contacted, if this has not already been done. Advice may be sought from children's social care before contacting the parent/carer. If, having sought advice, you believe that sharing this information may increase the risk of harm to the student do not share with parents at this stage. You must document your decision-making on the student's log, if the decision is made not to share information with parents/carers. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable;
- Ensure that the parent/carer understands that a record will be kept by the school.

##### Step 3

- Refer to the local authority threshold document to support decision-making about what action is now required;
- What are the risks to the child? Are they familial; posed by someone in the child's family? Are they extra-familial; posed by adults or peers outside of the home? (See Part 1 of the KCSIE for further information);
- If the concern does not require immediate contact with children's/adults' social care, consider this latest concern within the context of any wider concerns / disclosures. This may mean further discussion with the student's teacher and /or referring back to safeguarding or child protection records if they exist;
- Are there any wider environmental factors present in the student's life which pose a threat to their safety/welfare? (Contextual safeguarding – see Part 1 of KCSIE Sept 20);

##### Step 4

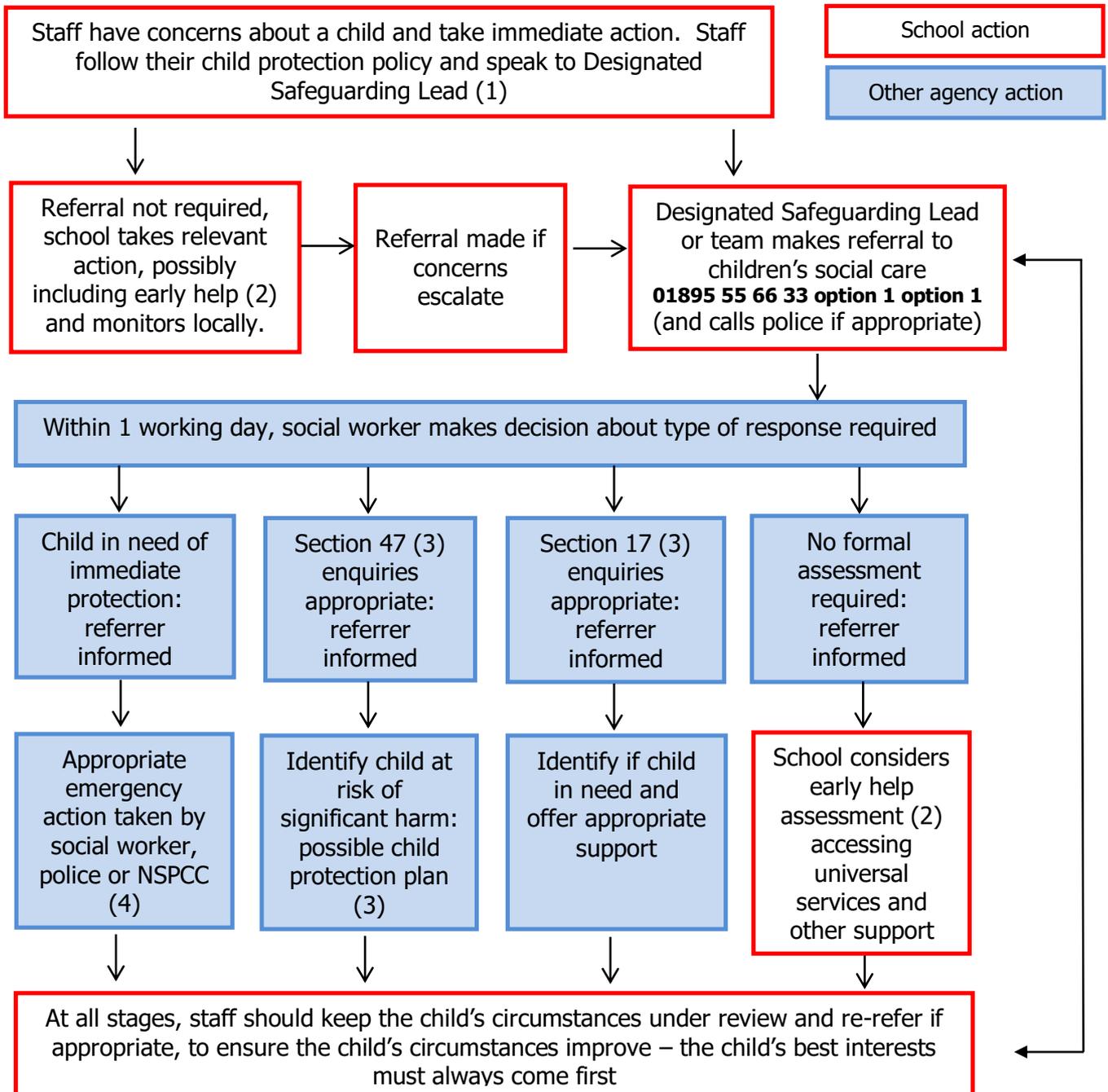
- If the member of staff reporting the initial concern has asked for feedback, please ensure that happens as soon as possible.

##### Step 5

- Update student's log with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate).



## 5. Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see section 6 of this policy.
  - (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.
  - (3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include S17 assessments of Children in Need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of Working Together to Safeguard Children.
  - (4) This could include applying for an Emergency Protection Order (EPO).
- NB. Section 17 is the same as Child In Need, section 47 is the same as Child Protection. *Flowchart taken from 'Keeping Children Safe In Education' Sept 2020*



## **6. Early Help**

### **6.1 What do we mean by Early Help?**

Working Together to Safeguard Children (July 2018) explains that:

*'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the early years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.'* (Chapter 1)

Effective early help relies upon local agencies, including education working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a student and their family, which focuses on activity to significantly improve the outcomes for the student.

### **6.2 How are children and families identified for early help?**

In our school, staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. In addition, the following children are more likely to require some form of early help:

- disabled children;
- children with special educational needs;
- young carers;
- children displaying signs of anti-social or criminal behaviour;
- in family circumstances presenting challenges, including family breakdown;
- children who have returned home from care.

### **6.3 What support is provided as part of the school's early help offer?**

The school offers a dedicated house group (Wessex) to those students whose attendance has fallen below the threshold of 85%, for whatever reason. Wessex house provides support via a learning mentor, breakfast club, regular phone calls home and period 6 catch up lessons to aid support with missed work.

The school also offers learning mentors and a counselling service for those students who would benefit from this type of support.

## **7. Making a referral to children's social care/adult's social care**

School safeguarding teams should refer to the local authority threshold guidance when making a decision to refer to social care. There are a number of additional 'frameworks' which can also be considered at this stage e.g. The Brook Tool, Neglect Framework.

A referral may be required because:

- Early help support has been offered but there is little or no evidence that this is having any impact for the pupil/student and their 'lived experience' is not improving
- a child/young person is suffering or is likely to suffer from harm



In the first instance this should be made by telephone. It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral within 24 hours.

Points to consider when completing a referral:

- Where possible include the 'voice' of the child, including any behaviours displayed which may indicate an unmet need;
- Provide a picture of what life is like for the student. What is their 'lived experience'?
- Is the risk posed familial or extra-familial?;
- From the school's perspective, what are your worries for this child/young person?;
- Are there any safety factors? Are there any times when the school is less worried?

The completed referral will be shared with parents/carers, who will be asked to provide consent to the information being shared with social care. If consent is not given, or the referrer deems that it would place the pupil/student at risk to share the referral prior to reporting to social care, the information can still be shared where there is good reason to do so.

See also:

- Page 22 and 23 (KCSIE 20)
- Section below in this policy – Information-sharing

## **8. Support for the student**

The school can offer support to the student by allocating a member of staff as a contact for the student.

See also: ['What To Do If Worried About A Student'](#) - DfE March 2015"

## **9. Escalation**

- If a member of staff does not see any improvement having reported a concern about a student, they have a duty to re-report to a member of the safeguarding team;
- If it is felt that the safeguarding team is not taking their concern seriously then this must be escalated to the principal. See also section 'whistle-blowing';
- If a member of the safeguarding team feels a decision made by another professional in another agency is not in the student's best interests, they must discuss this further. In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation);
- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own organisation (to the principal if they are not in this role). The issue is then escalated to the professional's line-manager. (Escalation/Case Resolution);
- The principal will ensure that the intention to instigate escalation procedures is made explicit and in writing;
- At all stages records should be kept.

## **10. Worried about the actions of an adult who works/volunteers with children**

You may be worried about the actions of an adult who is working/volunteering with children. The adult may be:

- an employee of the school;
- a supply teacher;
- an adult working with the school, employed by a third party (including staff working in alternative and enhanced provision);



- a volunteer.

You may have seen or heard something which makes you feel uncomfortable.

You may be concerned that the adult's actions are contravening the school's staff code of conduct.

You may be aware of a situation the adult is involved in, outside of school, which suggests they may not be safe to work/volunteer with children and young people.

#### Step 1

- If you are concerned that a student might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the student?;
- Report your concerns directly to the principal as soon as possible;
- If the principal is not contactable, report to the most senior member of staff on site;
- If your concerns are about the principal, report to the chair of governors directly.

#### Step 2

- Record your concerns using the school's staff safeguarding disclosure form, as soon as possible;
- Remember to record the full date and time, your name and role and keep your record as factual as possible;
- If a staff safeguarding disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

#### Step 3

- Record what action you are taking, for example record the name of the member of staff you have reported to;
- The original staff safeguarding disclosure form should be passed to the principal or the chair of governors, if the concern/allegation involves the principal. Copies should not be retained by you;
- If the person you have reported the concern to does not take your concern seriously, you must escalate your concern to the chair of governors;
- Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer (LADO). See Quick Reference Contact Guide on page 2.

### **10.1 What happens once a report about an adult working/volunteering with children is reported?**

#### Step 1

- The principal/chair of governors will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity. This will be done by assessing whether there is evidence to suggest that:
  - the person has behaved in a way that has harmed a child, or may have harmed a child;
  - the person has possibly committed a criminal offence against or related to a child; or
  - the person has behaved towards a child or children in a way that indicates that he/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.

*Criteria listed above taken from Part 4 of 'Keeping Children Safe in Education' Sept 2020*



- where an allegation is made against a supply teacher, the principal will immediately contact the supply teacher's agency to share this information and agree next steps, including possible involvement of the LADO.

#### Step 2

- If LADO involvement is not required, the principal/chair of governors may need to complete their own enquiries to establish whether any further action is required e.g. additional training for adult involved; additional staff supervision required; risk assessment required. Advice should also be sought from the school's HR department about whether the capability or disciplinary process needs to be implemented in response to the concerns raised. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcomes.

#### Step 3

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the principal/chair of governors should contact the LADO immediately. See Quick Reference Contact Guide on page 2.

#### Step 4

The LADO will decide on further action:

- no further action after initial consideration and closure; or
- advice and follow up from LADO; or
- strategy discussion/meeting.

If no further action by the LADO is agreed, the school may be asked to complete their own enquiries and report the findings back to the LADO at the conclusion.

If further action is agreed, the LADO will discuss with the police whether or not a strategy discussion/meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting, an allegations management meeting may be held. The main purpose of this is to ensure the safety of the children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

All concerns raised about an adult working in the school, including allegations, are recorded and held confidentially by the principal. Where a strategy discussion/meeting has been held involving the LADO, the school will be sent a copy of the minutes of the meeting.

All records are securely stored.

Where an allegation is substantiated this will be referred to in any references provided by the school for the individual, if and when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

Employers have a duty of care for their employees. The principal/chair of governors must put in place support for the adult at the centre of the concern/allegation. See further details in KCSIE (Sept 2020).



## **10.2 Statutory requirements in relation to individuals who are on the barred list**

At the end of the allegation process if a member of staff or volunteer is removed from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, the school has a duty to inform the Disclosure and Barring Service via a referral.

We understand, as a school, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity. See also Chapter 4 Keeping Children Safe In Education (Sept 20)

## **11. Specific safeguarding themes and issues and additional actions which may need considering**

### **11.1 Neglect**

What do we mean by neglect? Working Together defines neglect as:

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

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

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

#### **11.1.1 What are the indicators of neglect?**

The following is a summary of some of the indicators that may suggest a child is at risk of or being neglected:

Physical indicators of neglect

- Constant hunger and stealing food;
- Poor personal hygiene - unkempt, dirty or smelly;
- Underweight;
- Dress unsuitable for weather;
- Poor state of clothing;
- Illness or injury untreated.

Behavioural indicators of neglect

- Constant tiredness;
- Frequent absence from school or lateness;
- Missing medical appointments;
- Isolated among peers;
- Frequently unsupervised;
- Stealing or scavenging, especially food;
- Destructive tendencies.

### **11.2 Peer On Peer Abuse**

We recognise that children are capable of abusing other children. We understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that



the perpetrator is also treated as a victim and supported appropriately. Peer on peer abuse can take the form of:

### **11.2.1 Bullying (including cyberbullying)**

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- Repeated;
- Intended to hurt someone either physically or emotionally;
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault;
- Teasing;
- Making threats;
- Name calling;
- Cyberbullying – bullying via mobile phone or online (for example email, social networks and instant messenger).
- Racist and religious bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, sexist and transphobic bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- Homophobic bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

### **11.2.2 What action is taken in response to concerns about bullying?**

Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. See our Action Against Bullying policy.

### **11.3 Child sexual exploitation**

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:

*'Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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.'*

It is important to remember that there are different models of CSE (see section below on exploitation), including peer on peer sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies. Often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in.



### **11.3.1 What action is taken in response to concerns that a student might be being sexually exploited by a peer?**

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate (including support for the student who is deemed to be 'perpetrating' the abuse.)

### **11.4 Harmful Sexual Behaviour**

*'Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse'.*

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

#### **11.4.1 What action is taken in response to concerns that a student has exhibited harmful sexual behaviour?**

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate, for both the student displaying the behaviours and also any student who has been involved and may have been harmed.

### **11.5 Sexting**

*Harmful sexual behaviour also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be committing a criminal offence.*

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

#### **11.5.1 Responding to a sexting incident**

**[See also the UK Safer Internet Centre and SWGfL guidance 2016](#)**

##### Step 1

If a device is involved, endeavour to secure the device and switch it off. Report immediately to the DSL or deputy DSL.

##### Step 2

The DSL / deputy DSL will consider the following:

- Significant age difference between the sender/receiver involved;
- If staff recognise the student as more vulnerable than is usual (i.e. at risk);
- If the image is of a severe or extreme nature;
- If the situation is not isolated and the image has been more widely distributed;
- If this is not the first time the student has been involved in a sexting act;
- If other knowledge of either the sender/recipient<sup>[SEP]</sup> may add cause for concern (ie difficult home circumstances).



#### Step 3

If these characteristics present cause for concern, then the DSL or deputy DSL will escalate and make a referral to children's social care. The police may also be contacted at this point.

#### Step 4

A record of the incident will be made using the school's safeguarding concern form, including actions taken / not taken and the justification for these decisions (linked to the points above).

### **11.6 Sexual harassment and sexual violence**

Sexual violence and sexual harassment can occur between two students of **any age and sex**. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Definitions of sexual violence and sexual harassment can be found in the document listed below.

**See also sexual violence and sexual harassment between children in schools and colleges (May 18)**

#### **11.6.1 Responding to an incident of sexual harassment or sexual violence**

##### Step 1

Record the incident using the school's safeguarding disclosure form and report to the DSL / deputy DSL in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

##### Step 2

The DSL will consider the following:

- Ages of students / developmental stage;
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? **If yes, contact the police.**

##### Step 3

If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the students involved. This may involve:

- Dealing with internally under the school's behaviour policy;
- Considering early help support for both the victim and perpetrator (does the perpetrator have unmet needs?);
- Making a referral to children's/adults' social care if the victim has been harmed, or is at risk of harm;
- Making a referral to children's/adults' social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours).

### **11.7 How does the school minimise the risk of peer on peer abuse?**

#### **11.7.1 Teaching and learning**

This school provides a relationships and sex education curriculum which develops students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.



### **11.7.2 Reporting procedures**

The school's ethos encourages students to raise concerns with staff, knowing that they will be listened to, believed and valued. Displays around the school remind students how they can raise concerns and we advertise Childline and the Samaritans on all our safeguarding posters, which are displayed in every classroom.

### **11.7.3 Expectations of behaviour**

The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

### **11.7.4 Risk assessments**

Risk assessments may be written for students, who have been identified as being at increased risk of peer on peer abuse (considered for both the student perpetrating the abuse and the student who is the victim). These will be shared with the parent/carer and the students concerned.

## **11.8 Domestic abuse**

The government's definition of domestic abuse is:

*'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sexuality or gender. The abuse can encompass, but is not limited to:*

- *Psychological;*
- *Physical;*
- *Sexual;*
- *Financial;*
- *Emotional.'*

### **11.8.1 What action is taken in response to concerns that a student might be subject to or witnessing domestic abuse?**

Where a member of staff or regular volunteer/visitor has a concern about a student in this situation or where a disclosure has been made to an adult working in the school, the school's normal safeguarding and child protection procedures will be followed.

The school has been given the opportunity to take part in a project that will run jointly between schools and the Metropolitan police service. This project is known as Operation Encompass. Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. This will ordinarily be done by the start of the next school day. Operation Encompass will ensure that a specially trained member of the school staff, known as a Designated Safeguarding Lead (DSL), is informed. The DSL can then use the information that has been shared, in confidence, to ensure the wellbeing of the child. The school may be able to make provisions or adjustments to assist the child and their family.

## **11.9 Exploitation and serious violent crime**

This school recognises that children can be exploited sexually or criminally. They may be at risk of or involved in serious violent crime.

### **11.9.1 What is Criminal Exploitation?**

Child criminal exploitation is 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;
- Children who regularly miss school or education or do not take part in education.

CCE can include children being forced to shoplift or pickpocket, forced to threaten other young people, forced to work in cannabis factories, being coerced into moving drugs or money around the local area or across counties (County Lines)

### **11.9.2 What is Child Sexual Exploitation?**

Child Sexual Exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant.

### **11.9.3 What action is taken in response to concerns that a student might be being exploited?**

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate (including support, if applicable, for the student who is deemed to be 'perpetrating' the abuse.)

## **11.10 Honour-based abuse, including female genital mutilation**

### **11.10.1 What is honour-based abuse?**

Honour-based abuse encompasses incidents or 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.

### **11.10.2 What action is taken in response to concerns about honour-based abuse?**

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can involve multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what action to take.



Our safeguarding procedures will be followed here and staff should speak to a member of the safeguarding team immediately if they suspect a child or young person is at risk of honour-based abuse. Safeguarding teams will contact children's social care/ adults social care for anyone 18 or above and local protocols will be followed.

<https://www.gov.uk/guidance/forced-marriage>

### **11.10.3 What is Female Genital Mutilation?**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

### **11.10.4 Key points**

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed;
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls;
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia;
- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion.

### **11.10.5 Risk Factors**

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk. A parent may request permission for their child to travel overseas for an extended period. This is sometimes requested leading into or out of a school holiday (often the summer break).

### **11.10.6 What action is taken in response to concerns about Female Genital Mutilation?**

If a girl has disclosed to you that she has been subjected to FGM or you have visual evidence of this, you must report it to the police. (Teachers are required to report known cases of FGM in girls under 18 to the police under the mandatory reporting duty October 2015).

If a direct disclosure has not been made and there is no visual evidence, but you have concerns that the student may have been subject to or at risk of FGM the school's normal safeguarding procedures will be followed here. This includes reporting your concerns to a member of the safeguarding team and putting your concerns in writing.

### **11.10.7 What happens once a concern / disclosure has been reported to a member of the safeguarding team?**



The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the student:

**Step 1**

Consider the information of concern. This may mean referring back to check whether there is any previous information of concern for the student.

**Step 2**

Check whether there are any risk factors present for the student / family

**Step 3**

Where it is deemed appropriate to do so, speak to the parent or carer about FGM. Be sensitive to language differences.

**Step 4**

At this stage consideration should be given to make a referral to Children's Social Care. In the first instance this should be made by telephone. It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral within 24 hours.

See also: FGM Helpline: 08000283550 / Email: fgmhelp@nspcc.org.uk

### **Multi-agency statutory guidance on FGM**

Home Office resource pack - <http://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>.

#### **11.11 Response to concerns about a student who may be at risk of radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

##### **11.11.1 What are the indicators that may suggest a student is at risk?**

- 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;
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;



- intolerance of difference, including faith, culture, gender, race or sexuality;
- work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- advocating violence towards others.

The internet provides children and young people with access to a wide-range of content, some of which is harmful. As a school we recognise that extremists use the internet, including social media, to share their messages.

See also:

- online safety for information about filtering
- **[The Use of Social Media For Online Radicalisation \(DfE July 15\)](#)**

### **11.11.2 What action is taken in response to concerns that a student might be at risk of radicalisation?**

This school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

As a school we recognise that we have an important part to play in educating children about extremism and recognising when students start to become radicalised.

At Uxbridge High School we ensure that through our school vision, values, rules, curriculum and teaching

- we promote tolerance and respect for all cultures, faiths and lifestyles;
- the governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice;
- students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others;
- visitors who are invited to speak to students will be informed about our ethos and safeguarding procedures and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate.

In addition, the DSL / deputy DSL may consider making a referral to the local authority Channel Prevent Lead (seek advice from Children's Social Care). Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Each local authority has a panel and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The DfE helpline can be contacted for advice 020 7340 7264 (this should not be used in cases of emergency) or via the e mail [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)



## **11.12 Students at greater risk of harm**

### **11.12.1 Students with special educational needs and disabilities**

As a school, we recognise that pupils/students who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- students with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

### **11.12.2 Students who need a social worker (including children in need, children on a child protection plan and children looked after)**

Children may need a social worker due to safeguarding or welfare needs. They may need this help due to abuse, neglect and complex family circumstances. A child's experience of trauma and adversity can leave them vulnerable to further harm, as well as educationally disadvantaged, facing barriers to:

- attendance;
- learning;
- behaviour;
- mental health.

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn.

Teaching staff are supported by the members of the safeguarding team to maintain high aspirations for these children, identifying the challenges these children may face and making adjustments to teaching and learning to best support them.

The designated teacher for looked after children and previously looked after children is Louisa Seymour. The school staff work with multi-agency professionals, including the Local Authority Virtual Schools Head, to ensure that prompt action is taken when necessary to safeguard these children. We recognise these children are a particularly vulnerable group.

Appropriate staff are provided with information in relation to their legal status and contact arrangements, as well as information about the child's care arrangements.

### **11.12.3 Students with mental health issues**

Where children have suffered abuse and neglect, or other potentially traumatic experiences this can have a lasting impact throughout childhood, into adolescence and into adulthood.

Regular safeguarding training ensures that staff are aware of how these children's experiences can impact on their mental health.

Signs of possible mental health issues include:

- noticeable weight loss or gain;
- physical injuries;
- change in personality e.g. mood swings;



- frequently missing lessons;
- social isolation;
- lethargy and disinterest;
- tearfulness or appearing anxious;
- lack of focus in class;
- change in educational performance.

The school supports students with mental health issues by offering one to one school-based counselling, support from Child and Adolescent Mental Health Services (CAMHs) and Young Minds, for example.

### **13. Behaviour and attendance**

As a school we recognise that there can be links between safeguarding and child protection concerns and:

- incidents of disruptive and challenging behaviour;
- poor attendance.

#### **13.1 Behaviour**

Uxbridge High School uses the Behaviour Watch programme to record and monitor behaviour, both positive and negative.

See also the school's student behaviour for learning policy.

#### **13.2 Positive-handling of students**

Where physical intervention is required to keep a student safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013.

As a school we may intervene to:

- remove a disruptive student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded via Behaviour Watch by a member of the leadership team and reported to parents/carers. Where a student has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced.

#### **13.3 Attendance**

As a school we recognise the importance of students attending school regularly. Any unexplained absence is followed up on the first day of absence. Where possible, we hold more than one emergency contact telephone number for each student/family.

Student attendance is monitored carefully and this is led by our Student Attendance Support Officer. We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk. Attendance information is therefore



considered within the wider remit of safeguarding and child protection. Staff are aware that episodes of unexplained absence could indicate safeguarding concerns or the need for early help support.

See also 'Early Help

See also the school's attendance policy.

#### **13.4 Students who are educated off site**

Where students are attending off-site alternative provision, it is our responsibility to ensure that they continue to be kept safe. Quality assurance of any provision used by our school is completed prior to the placement of a student. This includes:

- review of the provision's safeguarding and child protection procedures;
- a visit to the site;
- a letter of assurance to confirm that all staff working at the alternative provision have had the appropriate recruitment checks.

For each day that the student attends the off-site provision, contact is made by the Student Attendance Support to ensure they have arrived safely. This process also applies where a student has been excluded from school, including fixed term exclusions. Contact will be made with a parent or carer to confirm their safety on each day of the exclusion.

## **PART 2 POLICY**

### **14. How is the information in this set of policy and procedures disseminated?**

This policy, together with the following documents are circulated annually to all staff and confirmation is required in writing by staff that they have read all documents:

- Managing ICT and e-safety policy;
- Action against bullying policy;
- Staff code of conduct policy;
- Behaviour for learning;
- Keeping Children Safe in Education (Part 1, Annex A and Annex B);
- Working Together to Safeguard Children document.

All staff are required to complete annually the level 1 safeguarding training, whether face to face at one of our training days or via an online training course and the online asthma training.

Our staff induction programme includes a safeguarding section and new staff are asked to read the above policies and procedures and complete the following online training programmes: level 1 safeguarding; prevent; CSE; and asthma training.

Visitors, volunteers and external staff, including supply teachers, who visit our school are asked to read the Guidance/Safeguarding for cover teachers/coaches/volunteers document.

Records are kept to document staff and visitor commitment to working in line with these procedures.

### **15. How do we ensure parents and carers understand the school's role in safeguarding students?**

This school is committed to helping parents/carers understand its responsibility for the welfare of all students and our duty of care.



The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school office.

The school website also provides access to a number of useful resources for parents and carers. These can be found in the Care & Support > Safeguarding tab of the school's website

During student induction meetings for parents and carers information will also be discussed about the school's safeguarding responsibilities.

## **16. Roles and responsibilities**

It is the role of the governing body to ensure that all statutory duties with regard to safeguarding and child protection are fulfilled, as detailed in 'Keeping Children Safe In Education' (Sept 20). The school completes an annual audit of safeguarding, in partnership with the link safeguarding governor. This self-evaluation is quality assured with a visit from an independent consultant. Where weaknesses or areas for development are identified, the governing body monitors the implementation and impact of identified actions to address these issues. The governing body have a responsibility to ensure this policy and set of procedures are fit for purpose and known to all staff and regular volunteers.

## **17. Record-keeping**

Any member of staff, visitor or volunteer who has a concern about a student's welfare or receives a disclosure of abuse will make an accurate record, as soon as possible, noting what was said or seen, putting the event into context and giving the full date, time and location. Incidents should be added to CPOMS, the online app.

If injuries or marks have been observed which cause concern, these should be recorded on a body map outline, giving an indication of size and whether there is a defined shape to the mark or injury on the online CPOMS app.

Staff must not take photographs.

### **17.1 Individual student files**

An individual file will be established for the student electronically via the CPOMS app.

### **17.2 Case file review**

Safeguarding and child protection files for individual students should be re-visited regularly to ensure any risk is being reduced and appropriate taken. To ensure that all files are reviewed an overview of all students (where there are safeguarding / child protection concerns) is kept up to date. This is a 'live' document and reflects the numbers of students, subject to child protection, child in need or receiving early help support.

### **17.3 Transfer of records when a student moves to a new school**

When a student moves school/college, safeguarding / child protection documentation will be passed as soon as possible and confidentially to the receiving school, separate from academic records. The receiving school is asked to sign to confirm receipt of the information and this confirmation is stored on file.

The school will retain records for students who have been withdrawn to be home-schooled, if there is an existing safeguarding /child protection file. These will be stored confidentially in line with the local authority's record retention policy (until the student's 25<sup>th</sup> birthday).



## **18. Safer recruitment procedures**

This school works in line with Part 3 of Keeping Children Safe In Education (Sept 2020).

### **18.1 Checks completed on all staff and regular volunteers**

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99;
- Identity checks are completed, together with proof of right to work in the UK;
- Qualifications are checked;
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required. A check of visa/work permit will also be required here.

### **18.2 In addition, staff who have a teaching role will be checked, via the DfE Secure Access Website, for:**

- qualified teacher status;
- prohibition check;
- section 128 check for any individual who has a managerial role, including Governors and Trustees in academies;
- completion of induction;
- teacher not subject to a conditional offer/suspension;
- European Economic Area sanctions.

### **18.3 Visitors and externally employed staff**

Where staff from external organisations are working with our students, we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check if the individual is working in regulated activity. Visitors are asked to provide proof of identity and if required, DBS information.

## **19. Single Central Record**

The school maintains an up to date single central record of all safer recruitment checks. This is in line with the requirements as set out in Keeping Children Safe In Education (Sept 20). The principal monitors this record and ensures it is in line with statutory requirements (Part 3 'Keeping Children Safe In Education' Sept 20).

## **20. Induction of new staff**

Following appointment, the school offers new staff a programme of safeguarding and child protection induction. This includes a safeguarding section and new staff are asked to read the above policies and procedures and complete the following online training programmes: level 1 safeguarding; prevent; CSE; and asthma training.

## **21. Online safety**

'Keeping Children Safe In Education' (Sept 20) highlights that:

*'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'*

In addition, the DfE have also published '[Teaching Online Safety In Schools](#)' (non-statutory guidance). This school recognises:

- the increasing role technology has to play in education and children's daily lives;
- the wide-range of content which is available to children via the internet;
- that alongside the benefits of technology, there are also risks;



- the importance of delivering a broad and relevant online safety curriculum which provides progression across year groups;
- that delivery of this curriculum must be provided via regular lessons, which take place throughout each term;
- the importance of keeping up to date with the tools, apps and devices children are using so that the curriculum which is offered is meaningful.

### **21.1 What our online safety curriculum offers**

- Key online safety messages which are reinforced at every opportunity across the curriculum, in assemblies, citizenship lessons;
- Students are taught in all lessons to be critically aware of the materials and content they access on-line and understand that not everything they see online is true;
- Students are supported in building resilience to radicalisation. A safe environment is provided for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

### **21.2 Use of mobile technology**

The school enforces a 'see it lose it' policy and all students who carry a mobile phone, must keep this in their bag until they leave the school premises. Any student who neglects to follow this policy will have their phone confiscated until the end of the day.

See also our managing ICT and e-safety policy.

## **22. Safeguarding supervision**

All staff working in this school have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they:

- are clear about what is expected of them;
- have the skills, knowledge, behaviours, values and attitudes to carry out their role;
- are fully supported in their role and managed effectively.

Safeguarding supervision is available for any member of staff as required. Members of the safeguarding team receive planned safeguarding supervision every fortnight via the safeguarding review group.

## **23. Whistle-blowing**

This school expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- a criminal offence;
- a miscarriage of justice;
- an act creating risk to health and safety;
- an act causing damage to the environment;
- a breach of any legal obligation;
- a concealment of any of the above;

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.



Staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failings in the school's safeguarding regime via:

- the staff handbook;
- the staff code of conduct;
- the visitor's or volunteer's guidance/safeguarding document.

In the first instance, unless the employee reasonably believes their principal to be involved in the wrongdoing, any concerns should be raised with the employee's principal. If the employee believes the principal to be involved, then the employee should proceed straight to the chair of governors. Where a member of staff feels unable to raise a concern with either of the individuals identified above the **NSPCC whistle-blowing** helpline is available to them.

## **24. Training for adults working in our school**

We are committed to ensuring staff and volunteers know and understand:

- the signs and symptoms of abuse;
- how to identify students who may benefit from early help;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations).

### **24.1 Formal training**

Safeguarding and child protection training is provided on a regular basis to all staff via the staff bulletin and CPD sessions to enable them to carry out these requirements. This is basic awareness of safeguarding and child protection and includes the possible signs and indicators of abuse and how to respond effectively.

### **24.2 Updates**

In addition to formal training, all staff receive regular opportunity to update their knowledge and understanding. These updates include a focus on:

- Early help;
- Trauma and adversity;
- Radicalisation and the prevent duty;
- Honour-based abuse, including Female Genital Mutilation;
- Exploitation, including child criminal exploitation and child sexual exploitation;
- Domestic abuse;
- Online safety;
- Forced marriage and honour-based violence;
- Child-trafficking;
- Sexual harassment and sexual violence.

These are delivered by CPD or staff bulletin and happen at least annually.

### **24.3 Additional training for Designated Safeguarding Leads and deputy DSLs**

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement. Our deputy DSL and all the safeguarding team have completed advanced training to the same level as the DSL. In addition, all members of our safeguarding team complete FGM, CSE and Prevent training.



#### **24.4 Reading Requirements**

All staff are required to read:

- Managing ICT and e-safety policy;
- Action against bullying policy;
- Behaviour for learning policy;
- Staff code of conduct policy;
- Keeping Children Safe in Education 2020 (Part 1);
- Annex A of KCSIE (Sep 2020)
- Working Together to Safeguard Children document.

Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading this document (with a member of our safeguarding team).



## APPENDIX 1

This policy and set of procedures works in line with the following legislation, statutory guidance and non- statutory guidance:

### Legislation

- Section 175 Education Act 2002 - maintained schools and FE colleges including sixth forms;
- The Education Regulations (Independent School Standards) 2014 - Independent schools including academies and free schools.

### Statutory Guidance

- [Keeping Children Safe In Education \(DfE Sept 2020\)](#)
- [Working Together To Safeguard Children \(DfE July 2018\)](#)
- [Multi-agency statutory guidance on Female Genital Mutilation \(April 2016\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(statutory as of Sept 2020\)](#)

### Non-statutory Guidance

- [What to do if you are worried a child is being abused \(DfE March 2015\) - \(non-statutory guidance\)](#)
- [The Prevent Duty - Departmental advice for schools and childcare providers \(DfE June 15\)](#)
- [Information-sharing: advice for practitioners providing safeguarding services \(DfE July 218\)](#)
- [Children Missing Education \(Sept 16\)](#)
- [Teaching Online Safety In School \(June 2019\)](#)
- [Safer Working Practice Guidance For Adults Working With Children and Young People \(May 2019\)](#)

### In addition, the school takes into account:

- Regional guidance;
- the procedures and practice of the local authority;
- additional information written to support during COVID-19.



## APPENDIX 2

### Definitions of Abuse (taken from Working Together July 2018)

#### 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.

#### 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 care-givers); or
- ensure access to appropriate medical care or treatment.

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

#### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone."

#### Sexual Abuse

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