Child Protection and Safeguarding Policy

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1. Safeguarding Team Details and Key Contacts

Bell Lane Safeguarding Team

Safeguarding role	Name	Position	Contact details
Designated Safeguarding Lead **Lead for Children Looked After**	Harsha Patel	Headteacher	hpatel@belllane.barnet.sch.uk
Deputy Safeguarding Leaders	Janice Doherty	Interim Deputy Headteacher	jdoherty@belllane.barnet.sch.uk
	Victoria Atkin	Deputy Headteacher UPKS2 leader (Mon-Thu)	vatkin@belllane.barnet.sch.uk
	Anisha Madhewoo	Phase leader EYFS	amadhewoo@belllane.barnet.sch.uk
	Tamsin Jones	Phase leader KS1	tjones@belllane.barnet.sch.uk
	Caroline Walsh	Phase leader UKS2	cwalsh@belllane.barnet.sch.uk
	Sharon Plummeridge	Deputy Headteacher (Friday)	splummeridge@belllane.barnet.sch.uk
	Teresa Greene	Learning Mentor	tgreen@belllane.barnet.sch.uk
	Boadicea Faulkner	Children Centre Manager	bfaulkner@belllane.barnet.sch.uk
Designated Safeguarding Governor	Tracy Simmons	Chair of Governor	tsimmons@belllane.barnet.sch.uk

If the Designated Safeguarding Lead is unavailable, contact a Deputy Designated Safeguarding Lead.

Key Contacts

Key Contacts	Name & email address (where applicable)	Phone Number and/or website
Police (in an emergency)		999 (outside school hours)
Childline		0800 1111
Child Protection Advisers Duty Front Desk	Child Protection Duty Desk **MASH (Multi-agency Support Hub)** London Borough of Barnet North London Business Park Oakleigh Road South London N11 1NP mash@barnet.gov.uk	020 8359 4066
Barnet Designated Officer (DO)	*Shrimatie Bissessar* lado@barnet.gcsx.gov.uk	020 8359 4528
Barnet Social Services Multi-Agency Safeguarding Hub (MASH)	mash@barnet.gov.uk	0208 359 4066/4097
LA designated Officer (LADO)	Contacted via the MASH team mash@barnet.gov.uk	020 8359 4066
Child Exploitation and Online Protection Centre (CEOP) Command	CEOP Command is part of the National Crime Agency. communication@nca.x.gov.uk	0370 496 7622 https://www.ceop.police.uk/safety-centre/
Prevent (Local Authority Contact)	*Perryn Jasper* Prevent Education Officer Barnet with Cambridge Education, 2 Bristol Avenue, Colindale, London NW9 4EW	M: 07856 002 586 T: 020 8359 7371 www.camb-ed.com www.barnet.gov.uk
Schools HR Consultancy Team	*Bunmi Andu* School's HR Case Worker, Human Resources bunmi.andu@barnet.gov.uk Address: London Borough of Barnet,2 Bristol Avenue, Colindale, London NW9 4EW	0208 359 2152
London Borough of Barnet Safeguarding Children Partnership	https://thebarnetscp.org.uk/bscp	
GOV.UK webpage for reporting child abuse to the local council (Barnet)	https://www.gov.uk/report-child-abuse-to-local-council	
Disclosure and Barring Services (DBS)	PO Box 181 Darlington DL1 9FA	0132 595 3795
Metropolitan Police (non-emergency contact number)		0300 123 1212 (24 hours, 7 days a week)
DfE helpline	counter-extremism@education.gsi.gov.uk	020 7340 7264

(non-emergency advice for staff)		
Domestic Violence National Helpline		0808 200247
Forced Marriage Unit	fmu@fco.gov.uk	020 7008 0151
Karma Nirvana Honour Network Helpline		0800 5999 247
NSPCC		0800 800 500 (Outside working hrs)
NSPCC Whistle-Blowing Helpline	help@nspcc.org.uk	0800 028 0285
National preventing extremism helpline	Report anything suspicious to anti-terrorist hotline: 0800 789 321	020 7340 7264 Website: counter.extremism@education.gov.uk

2. Aims

2.1 Bell Lane Primary School and Children's Centre is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

2.2 We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

2.3 At Bell Lane Primary School and Children's Centre, we have identified the following types of abuse to be areas of need in our community:

- Neglect
- Emotional
- Physical

2.4 This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

2.5 At Bell Lane Primary School and Children's Centre we will ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly training in recognizing and reporting safeguarding issues.

2.6 We will:

- Create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teach pupils how to keep safe and recognise behaviour that is unacceptable.
- Identify and make provision for any pupil that has been subject to abuse.
- Ensure that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensure that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

3. Legal framework and Statutory Guidance

3.1 This policy has been created with due regard to all relevant legislation and guidance and arrangements agreed and published by our 3 local safeguarding partners, the Barnet Safeguarding Children Partnership https://thebarnetscp.org.uk/bscp.

3.2 This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. Legislation and guidance includes, but is not limited to, the following:

Legislation
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006

- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

3.3   Other relevant school policies include:
- Children Missing Education Policy
- Allegations of Abuse Against Staff Policy
- Behaviour & Restorative Justice Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- Online Safety Policy
- Guest Speaker Policy
- Personal Electronic Devices Policy
- Data and E-Security Breach Prevention and Management Plan

4.   Definitions & Acronyms

4.1   The terms **"children"** and **"child"** refer to anyone under the age of 18.

4.2   For the purposes of this policy, "**safeguarding and protecting the welfare of children"** is defined as:
- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

4.3   For the purposes of this policy, the term **"harmful sexual behaviour"** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.

4.3.1   Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

4.4   In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term **"sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. This can include:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

4.5   For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

4.6   For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

4.7   The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

4.8   Acronyms used in this policy:

DSL	Designated Safeguarding Lead
LAC	Children Looked After
CSCS	Children's Social Care Services
LA	Local Authority
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation

HBV	Honour bases violence
GDPR	General Data Protection Regulation

5. Equality Statement

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

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

6. Roles and responsibilities

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

6.2 All staff
- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff [behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education.

- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

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

6.3 The designated safeguarding lead (DSL)

- The DSL is a member of the senior leadership team. Our DSL is the Headteacher, Harsha Patel. The DSL takes lead responsibility for child protection and wider safeguarding.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Contact details can be found at section 1 of this policy.

- When the DSL is absent, the deputies will act as cover. Details of the deputies can be found at section 1 of this policy.

- If the DSL and deputies are not available, the Headteacher, Miss Harsha Patel, will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

- Contribute to the assessment of children.

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

- The safeguarding team will keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

- The full responsibilities of the DSL and deputies are set out in their job description.

6.4 The governing board

- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

- The governing board will appoint a senior board level (or equivalent) lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

- All governors will read Keeping Children Safe in Education.

6.5 The headteacher
- The headteacher is responsible for the implementation of this policy, including:
  - Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Communicating this policy to parents when their child joins the school and via the school website
  - Ensuring that the DSL and deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
  - Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
  - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

6.6 Early Years
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

7. Inter-agency working

7.1 The school contributes to inter-agency working as part of its statutory duty.

7.2 The school is aware of and will follow the local safeguarding arrangements.

7.3 The school will work with Children's Social Care Services (CSCS), the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

7.4 Where a need for early help is identified, the school will allow access for CSCS from the host Local Authority (LA) and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

7.5 The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

7.6 Considering 7.3, staff members are aware that whilst the GDPR (General Data Protection Regulation) and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

7.7 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

7.8 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

7.9 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

8.   Concerns: Recognising abuse and taking action

In this and subsequent sections, any reference to the DSL means the DSL or Deputy DSLs. See section 1 for contact information.

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

8.1   If a child is suffering or likely to suffer from harm, or in immediate danger

8.1.1   Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Contact information is set out in Section 1. See "Referral" at 8.6 below.

8.1.2   Tell the DSL, as soon as possible, if you make a referral directly.

8.2   If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, 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.

8.3   If you discover that FGM has taken place or a pupil is at risk of FGM

8.3.1   The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

8.3.2   FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

8.3.4   Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 6, point 4.

8.3.5   **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

8.3.6   Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

8.3.7   **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

8.3.8   The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

8.3.9   **Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out [if relevant, insert: or discovers that a pupil age 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

8.4   If you have concerns about a child (as opposed to believing a child is suffering, or likely to suffer from harm, or is in immediate danger)

8.4.1   You should act on your concern immediately by speaking to the DSL to agree a course of action.

8.4.2   Where the DSL is not available you will contact one of the deputy DSLs with the matter.

8.4.3   If, in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from the Local Authority Children's Social Care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

8.4.4   Make a referral to Local Authority Children's Social Care directly, if appropriate. Share any action taken with the DSL as soon as possible. See "Referral" at 8.6 below.

8.4.5   If **early help** is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

8.4.6   All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on the schools safeguarding software.

8.4.7   Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

8.4.8   When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

8.4.9   An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

8.5   Early help

8.5.1   **Early help** means providing support as soon as a problem emerges, at any point in a child's life.

8.5.2   Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

•   Have SEND (whether or not they have a statutory EHC plan).
•   Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

8.5.3   Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

8.5.4   All staff will be made aware of the local early help process and understand their role in it.

8.5.6   The DSL will take the lead where early help is appropriate.

8.6   Referral

8.6.1   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.

8.6.2   If a referral is made about a child by anyone other than the DSL, you must tell he DSL as soon as possible.

8.6.3   The reporting and referral process outlined in Appendix 1 will be followed accordingly.

8.6.4   All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

8.6.5   The LA will make a decision regarding what action is required **within one working day** of the referral being made and will notify the referrer.

8.6.6   Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

8.6.7   If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

8.6.8   When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

8.6.9   The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

8.6.10 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

8.6.11 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

8.6.12 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

8.6.13 Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

8.6.14 Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

8.6.15 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

8.6.16 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

8.6.17 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

8.7   If you have concerns about extremism/radicalisation

8.7.1 If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

8.7.2 If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

8.7.3 Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

8.7.4 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

8.7.5 In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8.7.6 Our school's approach to and procedures for preventing radicalisation are set out at Appendix 5 of this policy.

8.8   Concerns about a staff member or volunteer

8.8.1   If you have concerns about another member of staff or a volunteer, or an allegation is made about a member of staff or a volunteer posing a risk of harm to children, speak to the headteacher.

8.8.2   If the concerns/allegations are about the headteacher, you should speak to the chair of governors.

8.8.3   Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**, which is published on our school's website.

8.8.4   If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

8.8.5   Any allegations of abuse made against staff members will be dealt with in accordance with the school's **Allegations of Abuse Against Staff Policy**, which is provided to and understood by all staff and volunteers.

8.9   Allegations of abuse made against other pupils (See also Appendix 4)

8.9.1   We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

8.9.2   We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys the perpetrators.) However, all peer-on-peer abuse is unacceptable and will be taken seriously.

8.9.3   Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this child protection and safeguarding policy will apply to any allegations that raises safeguarding concerns. This might include where the alleged behaviour:

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

8.9.4   If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

8.9.5   Our school's approach to, and procedures for dealing with, allegations of abuse made by another child are set out in Appendix 4.

8.6   Sexting

8.6.1   Your responsibilities when responding to an incident

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

8.6.2   You must **not**:
- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

8.6.4   **Initial review meeting**
- Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:
   o Whether there is an immediate risk to pupil(s)
   o If a referral needs to be made to the police and/or children's social care
   o If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
   o What further information is required to decide on the best response
   o Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
   o Whether immediate action should be taken to delete or remove images from devices or online services
   o Any relevant facts about the pupils involved which would influence risk assessment
   o If there is a need to contact another school, college, setting or individual
   o Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
   o The incident involves an adult
   o There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
   o What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
   o The imagery involves sexual acts and any pupil in the imagery is under 13

- o The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

8.6.5 Further review by the DSL

- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

8.6.6 Informing parents

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

8.6.7 Referring to the police

- If it is necessary to refer an incident to the police, this will be done through the normal channels available to the school.

8.6.8 Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

8.6.9 Curriculum coverage

- Pupils are taught about the issues surrounding sexting, as age appropriate, as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:
  - o What it is
  - o How it is most likely to be encountered
  - o The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
  - o Issues of legality
  - o The risk of damage to people's feelings and reputation

- Pupils also learn the strategies and skills needed to manage:
  - o Specific requests or pressure to provide (or forward) such images
  - o The receipt of such images

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

9. Notifying parents

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

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

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

9.4 In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

10. Pupils with special education needs and disabilities (SEN and D)

10.1 The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

10.2 Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

10.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

10.4 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

11. Mobile Phones, Cameras and Online Safety

11.1 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

11.1.1 Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

11.1.2 The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's **Data and E-Security Breach Prevention and Management Plan**.

11.1.3 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the **Personal Electronic Devices Policy**.

11.1.4 The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

11.2 Mobile phone and camera safety

11.2.1 Staff members will not use personal mobile phones or cameras when pupils are present.

11.2.2 Staff may use mobile phones on school premises outside of working hours when no pupils are present.

11.2.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.

11.2.4 Mobile phones will be safely stored and in silent mode whilst pupils are present.

11.2.5 Staff will use their professional judgement in emergency situations.

11.2.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

11.2.7 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

11.2.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited.

11.2.9 Staff who do not adhere to this policy will face disciplinary action.

11.2.10 **ICT technicians** and the **online safety officer** will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an **ICT technician** or the **online safety officer**.

11.2.11 The school will adhere to the terms of the **Online Safety Policy** at all times.

11.2.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's **Data Protection Policy**.

11.2.13 The DPO will oversee the planning of any events where photographs and videos will be taken.

11.2.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the **headteacher** will liaise with the **DSL** to determine the steps involved.

11.2.15 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

11.2.16 The school will adhere to its **Photography Policy** at all times.

11.2.17 Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the **Allegations of Abuse Against Staff Policy**.

11.3 Upskirting

11.3.1 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

11.3.2 A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

11.3.3 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

11.3.4 Upskirting will not be tolerated by the school.

11.3.5 Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

12. Complaints and concerns about school safeguarding policies

12.1 Complaints against staff

- Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff using our **Allegations of Abuse Against Staff Policy**.

12.2 Other complaints

- Other complaints will be handled in accordance with our Complaints Policy and Procedures, including those for Early Years.

12.3 Whistleblowing

- The school (including Early Years) has a published Whistleblowing Policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

13. Communication and confidentiality

13.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

13.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

13.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

13.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

13.5 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

13.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

13.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

13.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

13.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

13.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

13.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

13.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

13.13 External agencies will be invited to these discussions where necessary.

13.14 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

13.15 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

14. Record keeping

14.1 We will hold records in line with our records retention schedule.

14.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

14.3 Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

14.4 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

14.5 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

14.6 Our school uses an electronic system for recording and sharing (where appropriate) all safeguarding, and child protection matters. All staff have access to this system and receive training in its use.

15. Training

15.1 All staff
15.1.1 All staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a **termly** basis or whenever there is a change in legislation.

15.1.2 The induction training will cover:
- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

15.1.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

15.1.4 Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

15.1.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

15.1.6 Online safety training will also be conducted for all staff members as part of the overall safeguarding approach.

15.1.7 Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

15.1.8 Volunteers will receive appropriate training, if applicable

15.2 The DSL and Deputies

15.2.1 The DSL and deputies will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

15.2.2 The DSL and deputy DSL will also undergo **biennial** Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

15.2.3 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online.

15.3 Governors

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

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

15.4 Recruitment – interview panels

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

15.5 Staff who have contact with pupils and families

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

16. Monitoring and review

16.1 This policy is reviewed annually by the DSL and the headteacher. At every review, it will be approved by the full governing board.

16.2 Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff and the governing board.

16.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

16.4 All governors are required to familiarise themselves with this policy and the school's safeguarding processes and procedures.

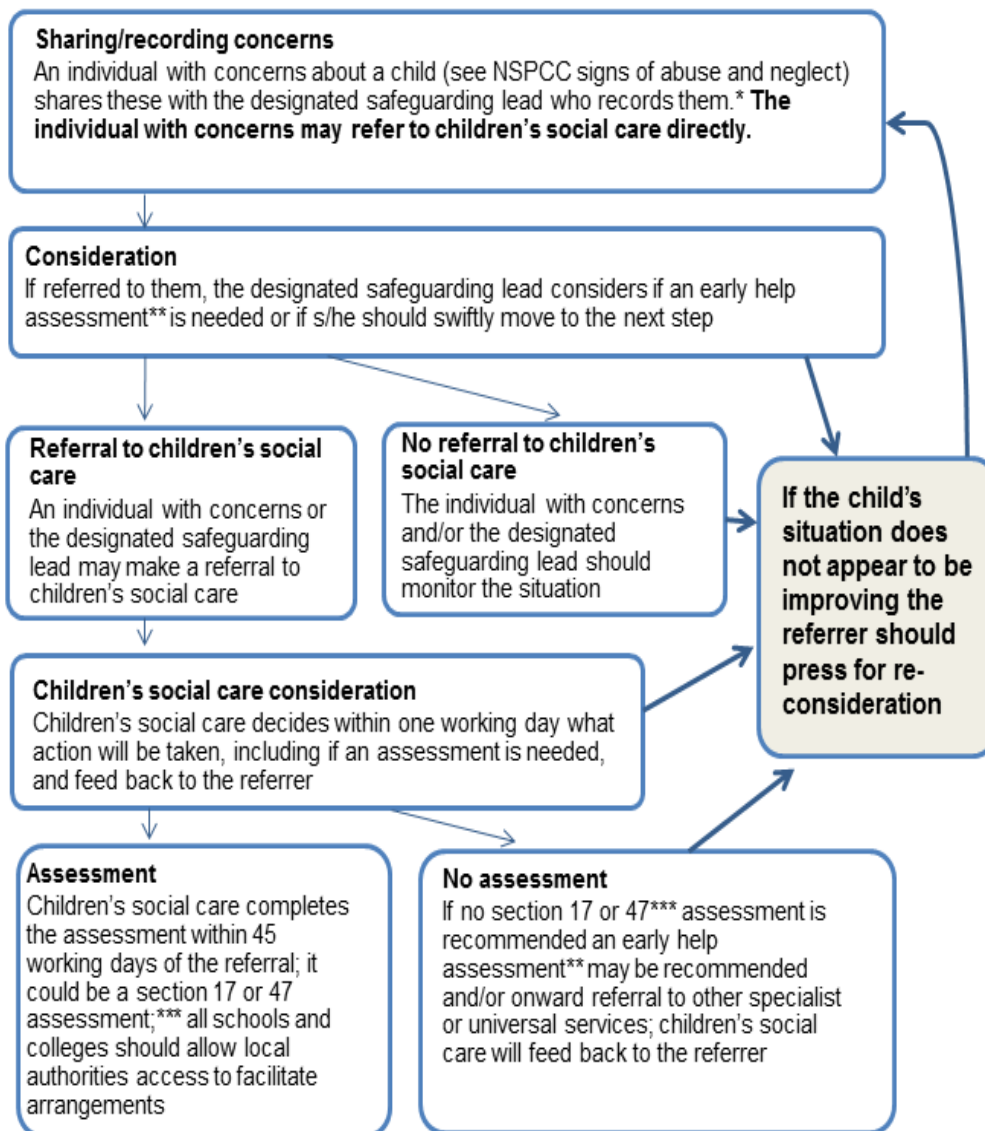16.5 The next scheduled review date for this policy is **September 2020**.

Appendix 1: Action to take when a child has suffered or is likely to suffer harm

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

Sharing/recording concerns
An individual with concerns about a child (see NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* **The individual with concerns may refer to children's social care directly.**

Consideration
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step

Referral to children's social care
An individual with concerns or the designated safeguarding lead may make a referral to children's social care

No referral to children's social care
The individual with concerns and/or the designated safeguarding lead should monitor the situation

If the child's situation does not appear to be improving the referrer should press for re-consideration

Children's social care consideration
Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

Assessment
Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment;*** all schools and colleges should allow local authorities access to facilitate arrangements

No assessment
If no section 17 or 47*** assessment is recommended an early help assessment** may be recommended and/or onward referral to other specialist or universal services; children's social care will feed back to the referrer

* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 2: Types of Abuse and Indicators

1. Types of abuse

1.1 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

1.2 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

1.3 **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

1.4 **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

1.5 **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

2. Abuse and neglect

2.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

2.2 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

2.3 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

2.4 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

2.5   All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in Appendix 4 of this policy.

2.6   All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

2.7   Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Appendix 3: Safer recruitment and DBS checks – policy and procedures

1.   Safer recruitment

1.1   An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in **'regulated activity'** if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

1.2   The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

1.3   The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

1.4   References from internal candidates will always be scrutinised before appointment.

ITT candidates

1.5   Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

1.6   Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors

1.7   An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

Those who have lived or worked outside of the UK

1.8   For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

1.9   An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

1.10   If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

1.11   Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

1.12   References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

1.13   References will only be accepted from a senior person and not from a colleague.

1.14   References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

1.15   References will be obtained prior to interviews taking place and discussed during interviews.

1.16   Open testimonials will not be considered.

1.17   Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

1.18   Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

1.19   No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

1.20   An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

1.21   Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

1.22   A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

1.23   The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

1.24   Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

1.25   A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

1.26   Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

1.27   The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

1.28   Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

1.29   Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

1.30   DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

1.31   A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

1.32   The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

1.33   Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

2.   Single central record (SCR)

2.1   The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

2.2   The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

2.3   For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

2.4   If any checks have been conducted for volunteers, this will also be recorded on the SCR.

2.5   If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

3.   Staff suitability

3.1   All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of   Charge) (Extended Entitlement) (Amendment) Regulations 2018.

3.2   A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

3.3   All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

3.4   A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

4.   Checking the identity and suitability of visitors

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

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

4.3   Visitors are expected to sign in using the school's electronic signing-in system and wear a visitor's badge.

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

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

4.5   All other visitors, including visiting speakers, will be accompanied by a member of staff **at all times**, in accordance with our **Guest Speakers Policy.**

4.6   We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 4: Allegations of abuse made against other pupils (peer-on-peer abuse)

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

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys the perpetrators.) However, all peer-on-peer abuse is unacceptable and will be taken seriously.

This appendix sets out how the school will respond to allegations of abuse made against other pupils. (See also point 8.9: Allegations of abuse made against other pupils.

1.   Definitions

1.1   For the purposes of this policy, the definition of "sexual harassment", "sexual violence" and "harmful sexual behaviours" is set out at point 4: Definitions, in the main policy.

2.   A preventative approach

2.1   In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

2.2   The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

2.3   Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

3.   Awareness

3.1   All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

3.2   All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

3.3   All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

3.4   LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

3.5   The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

3.6   Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

4.   Support available if a child has been harmed, is in immediate danger or at risk of harm

4.1   If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

4.2   **Within one working day**, a social worker will respond to the referrer to explain the action that will be taken.

5.   Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

5.1   If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

6.   Support available if a crime may have been committed

6.1   Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

6.2   Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

6.3   The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

7.   Support available if reports include online behaviour

7.1   Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

7.2   If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

7.3   Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

8.   Managing disclosures

8.1   All staff will be trained to handle disclosures. Effective safeguarding practice includes:

RECEIVE - REASSURE – REACT - RECORD - REMEMBER

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
- I believe you.
- I am glad you came to me.
- I am sorry this has happened.
- You're not to blame. You are not alone; you are not the only one this sort of thing has happened to.
- We are going to do something together to get help.

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

React

- React to the pupil only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example *'what did he do next?'* (this assumes he did!), or *'did he touch your private parts?'* Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you must do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff (the head teacher). Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- To follow the school's child protection policy and procedures and share your concerns with your designated child protection teachers. Consult with your designated child protection members of staff as appropriate.
- Refer to Children's Social Care and/or Police if relevant.
- Support the child: listen, comfort, and be available.
- Complete confidentiality is essential. *Share your knowledge only with the DSL or DDSLs.*
- Try to get some support for yourself if you need it using the Workplace Support.

8.2   Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

8.3   If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

8.4   Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

8.5   Where the report includes an online element, staff should be aware of searching, screening and confiscation advice and UKCCIS sexting advice.

8.6   Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).

8.7   The DSL must be informed as soon as possible after the disclosure, if they could not be involved in the disclosure.

8.8   The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

9.   Confidentiality

9.1   The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

9.2   The DSL will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9.3   The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

10.   Anonymity

10.1   There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

10.2   When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

11.   Risk assessment

11.1   The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

11.2   Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

11.3   Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's **Data Protection Policy**.

12.   Taking action following a disclosure

12.1   The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

12.2   Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

12.3   For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

12.4   For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

12.5   In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

13.   Managing the report

13.1   The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

13.2   There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS

14.   Reporting to the police

14.1   Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

14.2   The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

15.   Managing internally

15.1   In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

16.   Providing early help

16.1   The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

17.   Referral to CSCS

17.1   If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

17.2   The school will not wait for the outcome of an investigation before protecting the victim and other children.

17.3   The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

17.4   If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

17.5   If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

18.   Reporting to the police

18.1   Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

18.2   Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

18.3   The DSL and **governing board** will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

18.4   The DSL will be aware of local arrangements and specialist units that investigate child abuse.

18.5   In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

19.   Bail conditions

19.1   Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

19.2   The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

19.3   The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

19.4   Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

20.   Managing delays in the criminal justice system

20.1   The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

20.2   The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

21.   The end of the criminal process

21.1   Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

21.2   The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

21.3   Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

21.4   The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

22.   Ongoing support for the victim

22.1   Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

22.2   Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

22.3   Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

22.4   The school will provide a physical space for victims to withdraw to.

22.5   Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

22.6   Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

22.7   If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

22.8   If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

23.   Ongoing support for the alleged perpetrator

23.1   When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.

- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

23.2   When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

23.3   If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

23.4   The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

24.   Disciplining the alleged perpetrator

24.1   Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

24.2   The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

24.3   The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

24.4   Disciplinary action and support can take place at the same time.

24.5   The school will be clear whether action taken is disciplinary, supportive or both.

25.   Shared classes

25.1   Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

25.2   Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

25.3   Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

25.8   Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

25.9   Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

25.10   In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

26.   Working with parents and carers

26.1   In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

26.2   The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

26.3   Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

26.4   Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

27.   Safeguarding other children

27.1   Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

27.2   It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

27.3   The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

27.4   As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Appendix 5: Preventing radicalisation

1.   Preventing radicalisation

1.1   Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and this policy sets out how the school will do this.

1.2   For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.

1.3   The school will actively assess the risk of pupils being drawn into terrorism.

1.4   Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

1.5   Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the **Channel programme**. The school will work with local safeguarding arrangements as appropriate.

1.6   The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

1.7   Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

2.   Training

2.1   The DSL will undertake **Prevent** awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

3.   Risk indicators of vulnerable pupils

3.1   Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Indicators of a personal crisis include the following:
- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

3.2   Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

- Indicators of vulnerability through unmet aspirations include the following:
- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

3.3   Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

4.   Making a judgement

4.1   When making a judgement, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

4.2   Critical indicators include where the pupil is:
- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.

- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

4.5   Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

4.6   The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

5.   Channel programme

5.1   Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

5.2   In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

5.3   The DSL will also support any staff making referrals to the Channel programme.

5.4   The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

5.5   The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

5.6   The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

6.   Extremist speakers

6.1   The **Guest Speaker Policy** will prevent speakers who may promote extremist views from using the school premises.

7.   Building children's resilience

7.1   The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.

- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

8. Resources

8.1 The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Appendix 6: Specific safeguarding issues

1.   A child missing from education

1.1   A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

1.2   Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the **Children Missing Education Policy**.

1.3   The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

1.4   Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

1.5   The school will notify the LA within five days of when a pupil's name is added to the admissions register.

1.6   The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

1.7   Two emergency contact details will be held for each pupil where possible.

1.8   Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

1.9   If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

1.10   If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

1.11   Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

1.12   To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

1.13 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

1.14 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

1.15 The school will work with the LA to establish methods of making returns for pupils back into the school.

1.16 The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

1.17 The school will also highlight any other necessary contextual information including safeguarding concerns

2. Homelessness
2.1 The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

2.2 Indicators that a family may be at risk of homelessness include the following:
- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

2.3 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

2.4   For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

3.   Contextual safeguarding

3.1   Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

3.2   Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

3.3   The school will provide as much contextual information as possible when making referrals to CSCS.

4.   FGM (Female Genital Mutilation)

4.1   For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

4.2   FGM is considered a form of abuse in the UK and is illegal.

4.3   All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. **If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.**

4.4   Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

4.5   There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

4.6   Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

4.7   Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

4.8   Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'

- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

4.9 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

4.10 Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

4.11 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they **will report to the police** where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

4.12 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

4.13 All forms of HBV are forms of abuse and will be treated and escalated as such.

4.14 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

5. Forced marriage and "honour-based" violence

5.1 For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

5.2 As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality

- An obvious family history of older siblings leaving education early and marrying early

5.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

6. Child sexual exploitation (CSE)

6.1 For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

6.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

6.3 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

6.4 School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

6.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

6.6 The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

7. County lines criminal activity

7.1 For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

7.2 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

7.3 Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

7.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

7.5 Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

8. Serious violence

8.1 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

8.2 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy

- Peers involved in crime and/or anti-social behaviour

8.3 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

9. Sports clubs and extracurricular activities

9.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

9.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

9.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

9.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

10. Pupils with family members in prison

10.1 Pupils with a family member in prison will be offered pastoral support as necessary.

10.2 They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

11. Pupils required to give evidence in court

11.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

11.2 Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

12. Alternative provision

12.1 The school will remain responsible for a pupil's welfare during their time at an alternative provider.

12.2 When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

13. Work experience

13.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

13.2 Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

14. Private fostering

14.1   Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

15. Non-collection of children

15.1   If a child is not collected at the end of the session/day, we will act in accordance with our policy and process or managing this situation. See the Arrival & Departure arrangements in our **Missing Child Policy**.

16. Missing pupils

16.1   Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will act in accordance with our policy and process or managing this situation. See our Arrival & Departure arrangements in our **Missing Child Policy**.