



Child Protection and Safeguarding Policy

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Principal

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Chair of Trustees

Written: September 2019
Review Date: September 2020

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1. Policy statement and principles

Our purpose is to provide the educational and personal development support students need to achieve their potential.

We will enable and equip all students, particularly those who are experiencing difficulties in mainstream school or other alternative providers to stay in education. This will be done by consulting with schools, other professionals, parents/carers and most importantly with the individuals themselves.

Where an alternative to school is required for an interim period, we will provide support and we will work to stop individuals being further excluded from school. Our priorities are to ensure PaYP provides a safe and secure environment that promotes students' sense of self-worth and provides an education that enables students to fulfil their potential.

This policy is based on current government guidance and local safeguarding board protocols.

The policy is closely aligned to the following guidance:

- Keeping children safe in education statutory guidance for schools
- Working together to safeguard children
- Prevent duty guidance for England and Wales
- Ofsted inspecting safeguarding guidance
- Warwickshire local safeguarding board protocols.

For the purpose of this policy when the term school is used it refers to PaYP provision and employees.

This policy is one of a series in the school's integrated safeguarding portfolio.

The school's safeguarding arrangements are inspected by Ofsted under the leadership and management criteria and impact the judgement on the personal development, behaviour and welfare of learners.

This policy is available on the school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in school.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students to keep them safe from harm. We endeavour to provide a safe and welcoming environment where individuals are respected and valued. We are alert to the signs of abuse and neglect, through effective training and follow our procedures to ensure that students receive effective support, protection and justice.

The procedures contained in this policy apply to **all** staff, volunteers and governors and are consistent with the statutory guidance specified above and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).

Policy principles

- Safeguarding is everyone's responsibility.
- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Students who are safe and feel safe are better equipped to learn.
- This school is committed to safeguarding and promoting students' welfare and expect all staff, volunteers and others who work in school to share this commitment. All adults at the school are required to take all welfare concerns seriously and to encourage individuals to talk to them about anything that worries or concerns them. Staff will always act in students' best interests.
- In their day-to-day contact with students, staff are uniquely placed to observe changes in students' behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Students may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all staff are alert to the signs of abuse, are approachable and trusted by students, listen actively to them and understand the procedures for reporting their concerns and making referrals if needs be. The school will act on identified important concerns and will provide early help to prevent concerns escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest and is at risk of harm at home, in the community or in school or elsewhere.
- All staff will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of an individual, staff must always act in students' best interests.
- If, at any point, there is a risk of immediate serious harm to a student or an adult a referral will be made to children's social care and/or the police immediately. **Anybody can make a referral.** Details of how to do this are specified later in this policy. If the individual situation does not appear to be improving, any staff member with concerns should press the designated safeguarding leaders for re-consideration.
- If a member of staff remains concerned about an individual, they can discuss their concerns with the headteacher, another DSL or contact the education safeguarding manager for additional advice as necessary (contact details in Appendix 2).
- Students and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. Representatives of the whole school community of pupils, parents, staff, volunteers and governors will be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.

This safeguarding and child protection policy aims:

- to provide all staff with the necessary information to enable them to meet their statutory and safeguarding and child protection duties and responsibilities
- to ensure consistent good practice

- to demonstrate the school's commitment about safeguarding and child protection to students, parents/carers and others.
- to contribute to developing and implementing the school's safeguarding procedures.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child/student includes everyone under the age of 18.

Parent/carer refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

2. Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education: Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

- The **Teachers' Standards** state that teachers, including headteachers, must have regard for the need to safeguard students' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations on individual services (including schools) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of police for a police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.
- The statutory guidance **Keeping Children Safe in Education (DfE 2019)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools

(England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

All staff must read Part One of **Keeping Children Safe in Education (KCSIE) 2019**. Staff can find a copy in school displayed on the Safeguarding Noticeboard. A written record will be kept that all staff who work in school have read part of KCSIE. All staff will be provided with a copy of the safeguarding and child protection policy, behaviour policy and staff code of conduct. All staff must implement these policies effectively. The headteacher and senior leadership team (SLT) will ensure that this is the case.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non- statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. This is available on the safeguarding noticeboard.

Prevent Duty

Preventing Radicalisation in school

Building resilience in our students and the promotion of fundamental British values is at the heart of preventing radicalisation. We do this by providing a safe place in which students can discuss issues and develop ideas about extremism, radicalisation and terrorism in a sensitive and controlled environment.

Our new Prevent duty, is carried out under the Counterterrorism and Security Act 2015, which legally requires us to take steps to prevent students from being radicalised and drawn into extremist activity and terrorism. We take this duty seriously and carry out the four main actions responsibly, namely: risk assessment, working in partnership, staff training and IT/ computer policies to keep students safe from harm. If we assess a student at risk, we will refer to the Channel Programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

In terms of training, we will deliver WRAP training for our staff plus online Prevent training. (Workshop to Raise Awareness of Prevent). Training updates are covered within annual safeguarding training updates. A record of all Prevent training will be kept alongside all child protection and safeguarding training. In terms of internet safety, we ensure suitable filters are in place to keep children away from extremist

materials, in keeping with statutory guidelines. The internet is monitored regularly to check that students and adults are not exposed to inappropriate material.

We recognise that staff within school, play a vital role in keeping students safe from harm, including from the risks of extremism and radicalisation, and in promoting the welfare of students in our care.

What we do if there is a concern

If we have a concern about a student, we will follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

We may also contact the local Prevent officer or police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to support and advice.

The Department for Education (DfE) has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a student being at immediate risk of harm or a security incident in an emergency, we will follow the recommended emergency procedures.

3. Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) is: Parneet Kang

Contact details: email: parneetkang@positiveaboutyoungpeople.co.uk tel: 07428 579434

The deputy DSLs are;

Charlene Ogden

Nicola Watson

Anisha Rai

Contact details: email: nicolawatson@positiveaboutyoungpeople.co.uk

email: anisharai@positiveaboutyoungpeople.co.uk

charleneogden@positiveaboutyoungpeople.co.uk

The nominated safeguarding governor is William Holland

Contact details: email: wgholland33@aol.com

The Principal and sole proprietor is Parneet Kang

Contact details: email: parneetkang@positiveaboutyoungpeople.co.uk tel: 07428 579434

All schools are required to appoint a member of the SLT to co-ordinate child protection and safeguarding arrangements and to ensure that there are appropriate cover arrangements in the event of absence.

Designated Safeguarding Leaders (DSLs):

- They are senior members of staff and therefore have the status, authority and training to deal with safeguarding matters in school. They must carry out the duties of the post effectively, including committing resources and supporting and directing other staff to implement school policy effectively.
- Take lead responsibility for safeguarding and child protection (including online safety) in school the headteacher is the nominated designated safeguarding lead and she is supported by deputy DSLs. The safeguarding roles, responsibility and duties are made explicit in the role holder's job description.
- DSLs are appropriately trained. They receive advanced refresher training at two-yearly intervals and regularly (at least annually) update their knowledge and skills to keep up with any developments relevant to their role
- DSLs act as a source of advice, support and expertise in school and community.
- They encourage a culture of listening to individuals and take account of their wishes and feelings when writing and publishing guidance.

- DSLs, in conjunction with all staff, are alert to the specific needs of students, particularly those in need or are vulnerable; those with special educational needs; students who are looked after or were previously looked after; and young carers. DSLs will oversee all safeguarding provision and monitor its impact and ensure effective pastoral support is provided to promote students' well-being.
- They have a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by Warwickshire Schools and ensure protocols are implemented effectively.
- DSLs will ensure all staff understand the importance of early help to ensure the effective assessment and understanding of students' specific needs in order to inform appropriate provision of early help and intervention.
- They will keep detailed written records of all safeguarding concerns and referrals, ensuring that such records are stored securely, flagged and are under restricted access but kept separate from, students' general files.
- DSLs will refer cases of suspected abuse to the appropriate outside agency, for example,
 - Children's Social Care, police or Prevent officer as appropriate.
- They will ensure that staff do everything they can to support staff in other agencies when they become involved.
- DSLs will notify Children's Social Care if a student with a child protection plan is absent for more than two days without explanation.
- They will ensure that, when a student under the age of 18 years leaves the school, all child protection records are passed to the new school/college (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the individual is the subject of an open case to Children's Social Care, the student's social worker is also informed.
- DSLs will attend and/or contribute to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings.
- They will co-ordinate the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings, where relevant.
- DSLs will develop effective links with relevant statutory and voluntary agencies including the local safeguarding partnership agencies.
- They will ensure that all staff sign to indicate that they have read and understood the child protection and safeguarding policy, including part 1 of KCSIE; the staff behaviour policy (code of conduct); the behaviour policy; the school's safeguarding response to students who go missing from education; and the role of the designated safeguarding leads (including the identity of the designated safeguarding lead and any deputies).
- DSLs will ensure that all staff understand that if they have **any concerns** about a student's welfare, they should act on the concern immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care or other appropriate outside agency.
- They will ensure that all staff know how to make a referral as in sections 26-28 of this policy.
- Advanced training with ensure all DSLs have a good working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraphs 21-34 (pages 8-11) and Annex A of Keeping Children Safe in Education 2019 (pages 78-91), ensuring that all staff receive necessary

training, information and guidance to fulfil their safeguarding duties and responsibilities effectively.

- DSLs will ensure that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the whole school community of students, parents/carers, staff, volunteers, governors and others.
- They will liaise with the nominated governor and headteacher (where the DSL role is not carried out by the headteacher) as appropriate.
- DSLs will keep a written record of staff attendance at child protection and Prevent training.
- They will ensure the child protection and safeguarding policy is located and available publicly, on the school's website and by other means, for example, paper copies that are free of charge.
- DSLs will ensure parents/ carers are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- They will ensure that the school holds more than one emergency contact number for every pupil/student.
- DSLs will ensure that all senior staff and staff who come into contact with students are aware of their responsibility under Working Together 2018 to refer all allegations that an individual has been harmed by or that individuals may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

The Deputy Designated Safeguarding Lead(s)

They are appropriately trained at the same advanced level as the nominated DSL (the Principal) and support the DSL with safeguarding matters as appropriate. In the absence of the nominated DSL, they will carry out those functions necessary to ensure the ongoing safety and protection of students and others. The roles and responsibilities are made explicit in the post holder's job description. In the event of the long-term absence the deputy DSL will assume all of the functions of the nominated DSL as above.

The Board of Trustees ensures that the school:

- Appoints a DSL who is a member of the senior leadership team and who has undertaken advanced training in inter-agency working, in addition to basic child protection training.
- DSLs undergo advance training every two years and their certification is up to date.
- Ensures that all staff and trustees are appropriately trained to fulfil their duties.
- monitors the effectiveness of the school's safeguarding procedures and ensure policies and procedures are implemented effectively.
- Trustees and the headteacher ensure that all staff that work with students unsupervised are effectively recruited and vetted.
- Ensures that the DSL role is explicit in the role holder's job description (and the job description of any deputy DSLs) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- Ensures that the DSL or a Deputy DSL is always available during school hours

for staff to discuss any safeguarding concerns. The DSL or a deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Skype or other such media.

- Ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities.
- Has a safeguarding and child protection policy, including a staff code of conduct, that are consistent with government requirements and local safeguarding board guidance and statutory requirements. Ensure safeguarding procedures are reviewed annually and made available publicly on the school's website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the headteacher and allegations against other students.
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with students and disqualification from providing childcare regulations. Trustees will ensure at least one member of staff has undergone safer recruitment training and at least one person who has undergone such training is involved in employing staff.
- Develops an induction strategy that ensures all staff, including the headteacher, and volunteers receive information about the school's safeguarding arrangements, staff behaviour policy (Code Of Conduct) and the role of the DSL on induction.
- Develops a training strategy that ensures all staff, including the headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of Warwickshire Schools. The training strategy will also ensure that the DSLs receives refresher training and regular updates as defined under the DSL's duties above.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and staff behaviour policy (code of conduct) before they start work in school.
- Appoints a designated teacher to promote the educational achievement of children who are looked after by the local authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training.
- Appoints a governor to liaise with local authority and outside agencies and to oversee safeguarding arrangements.
- Will contact the Teacher Regulation Agency (TRA) Teacher Services to check if a person they propose to recruit as a governor is barred as a result of a section 128 direction.
- Will ensure contact is made with DBS where somebody has been disciplined, accused of abuse and left the school before undergoing investigation.
- Contributes to inter-agency working and plans.
- Provides effective pastoral care, participates in the early help process and offers to initiate early help single assessments for students with additional needs in order to provide a co-ordinated offer of early help.
- Always teaches students about safeguarding and how to keep themselves safe.

An annual report, using a pro forma provided by the local authority, will be submitted to WS about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher will:

- ensure that the child protection policy and procedures are understood and implemented by all staff
- allocates enough time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy DSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- support the designated teacher for looked after children to promote the educational achievement of any individuals who are looked after by the local authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- ensure that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistleblowing procedures
- ensures that the culture of the school supports the provision of effective pastoral care and early help
- ensures that staff do everything they can to support social workers when children's social care or other outside agency workers become involved
- ensures that students are always provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe, including when online, as part of a broad and balanced curriculum
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the designated officer in the local authority, in which the student resides, within one working day prior to any internal investigation
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the DBS, as advised by the designated officer.
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made
- will ensure that any adult who are suspended are allocated a named person for support.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students, we identify standards of good practice and set out our expectations of staff in the staff behaviour policy, which all members of staff and volunteers are required to read and sign before starting work in the school. In summary, our expectations include:

- treating all pupils with respect

- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students and their peers
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy (code of conduct) and guidance documents on wider safeguarding issues, for example, bullying, behaviour, physical restraint, sexual exploitation, extremism, online safety and information-sharing
- asking the individual's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid etc
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and WS guidance
- referring all concerns about a student's safety and welfare to the DSL or, if necessary, directly to the police, Children's Social Care or Prevent Officer
- following the school's rules about communication and relationships with students, including via social media
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the staff behaviour policy directly to the headteacher; and any similar allegations against or concerns about the headteacher directly to the chair of governors.

Protective Characteristics

- Protective characteristics are set out in the Equalities Act 2010. Everyone in Britain is protected under the terms of the Equality Act 2010. It protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The curriculum will make students aware of the protected characteristics to promote tolerance and harmony in school and wider society.

5. Abuse of position of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students and other adults must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that individual is over the age of consent.

6. Students who may be particularly vulnerable

Some individuals are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our students receive equal protection, we will give special consideration to individuals who are:

- disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority, otherwise living away from home or were previously looked after
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for students with communication needs.

7. Students with special educational needs and/or disabilities or have mental health needs

Students with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in such groups, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the individual's disability or mental health issues without further exploration;
- the potential for students with SEN and/or disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of students are appropriately safeguarded.

8. Early Help and use of the early help assessment process

The school recognises that providing timely pastoral support and early help is more effective in promoting students' welfare and well-being than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. KCSIE 2019 emphasises that **all** staff should be aware of the early help process and understand their role in it. All staff are therefore trained and required to notice any concerns about individuals which may help to identify that they would benefit from early help; to record those concerns using green forms (see section 20 below); and to share their concerns with the DSL or deputy DSL, who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any worries or concerns.

Early help might be simple pastoral support and something the school is able to address with parents/carers so that the individual's needs are met quickly and easily. The school will keep a record of any such help using the 'Pre-Early Help Assessment Action Plan' to record clear targets and progress towards them.

It may become necessary to take some time with parents/carers to understand an individual's specific needs and circumstances in a more structured way. Students and their families may also need support from a range of local agencies beyond the school. Where the school has identified that a structured assessment would benefit an individual in order to determine how best to meet their specific needs and support their family; or where a student and their family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police etc) and her/his parents' consent, the school will use the Early Help Assessment process to identify what help the individual and family require to prevent the individual's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If early help is appropriate, the DSLs will generally lead on liaising with other agencies and setting up an Early Help Assessment, as appropriate. Other staff may be required to work directly with individuals and their families and to support other agencies and practitioners in an Early Help Assessment, in some cases acting as the lead professional.

The school is committed to working in partnership with children, parents/carers and other agencies to:

- identify situations in which individuals and/or their families would benefit from early help;
- undertake an assessment of the need for early help when that is appropriate, using the Early Help Assessment process; and
- provide targeted early help services to address the assessed needs of an individual and their family, developing an action plan that will focus on activity to improve the individual's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs
- has special educational needs (whether they have a statutory education, health and care plan)
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family whose circumstances present challenges for the student, such as substance abuse, adult mental health issues or domestic abuse
- has returned home to their family from care
- is at risk of being radicalised or exploited;
- is a privately fostered child
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in paragraph 6 above.

The early help process can only be effective if it is undertaken with the agreement of the student's parent/carer. Students of secondary age may consent to early help, possibly including an Early Help Assessment in their own right, subject to Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018). The school will seek advice from an early help officer or the education safeguarding manager in those circumstances. The early help process should involve the student and their family as well as all the practitioners who are working with them.

The school will keep the needs and circumstances of individuals receiving early help under constant review. If the individual's situation does not improve and/or the student's parents/ carers and/or the individual themselves do not consent to early help, the school will make a judgement about whether, without help, the needs of the individual will escalate. If so, the school will seek the parent/carers consent to a

referral to a multi-agency locality panel in order to address student's needs. Alternatively, a referral to Children's Social Care, or other appropriate outside agency may be necessary.

9. Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely, and we work in partnership with the Warwickshire County Council Attendance, Compliance and Enforcement (ACE) Service when patterns of absence give rise to concern. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

10. Children Missing from Education

The school operates in accordance with statutory guidance Children Missing Education (DfE 2016) -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

All students, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A student going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Effective information sharing between parents/carers, schools and local authorities is critical to ensuring that all students of compulsory school age are safe and are receiving a suitable education.

Attendance, absence and exclusions are closely monitored. The DSLs will monitor unauthorised absence and take appropriate action including notifying parents/carers, schools and the local authority, particularly where students go missing repeatedly and/or are missing for periods during the school day.

We follow the DfE legal requirements for schools in respect of recording and reporting of students who leave school without any known destination.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps * have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Warwickshire County Council 's Education and Learning Business Unit at 01926 742036 or via e mail to cme@warwickshire.gov.uk or to contacts in other local authorities, where relevant.

* Reasonable steps include:

- Telephone calls to all known contacts. Parents/carers will be asked to provide a minimum of two emergency contacts in the event of their child not arriving at

school without prior notification and also for other emergency purposes.

- Letters home (including recorded delivery).
- Contact with other schools where siblings may be registered.
- Possible home visits where safe to do so.
- Enquiries to friends, neighbours etc. through school contacts.
- Enquiries with any other service known to be involved with the Student and/or their/family
- All contacts and outcomes to be recorded on the student's file.

The school is required by law to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Registers will be kept in accordance with regulatory requirements.

The school (including academies and independent schools) is required to inform the local authority, in which the student resides, when they are about to remove a student's name from the school admission register at non-standard transition points irrespective of the reason. The local authority may also require the school to provide information about individuals who are going to be removed from the register at standard transition points.

The school will also notify the local authority within five days of adding a student's name to the admission register at a non-standard transition point. The local authority may also require the school to provide information about individuals added to the register at a standard transition point.

It is essential for the school to comply with this duty so that local authorities can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any individual who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Upon receipt of a referral from the school, the local authority will continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. the MASH, health services and housing services etc. If this also fails to establish the individual's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and place the individual's name on the school to school database, entering XXXXXXXX in the box for destination. This will place the pupil on the list of children missing from education.

Deletions from the roll agreed with the local authority will normally be backdated to the first day of absence.

If the local authority can contact the student and her/his parents/carers, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the individual has registered at another school, the school will delete the student's name from our roll and transfer the student's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a written receipt of transfer information secured.

Students leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the school to school database using MMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and students who are home educated. The latter will be formally notified to the Elective Home Education Service by the school as soon as written confirmation is received from the parent(s)/ carers.

If no confirmation is received the above missing children procedures will apply.

11. Children who run away or go missing from home or care

The school recognises that students who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

KCSIE 2019 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every individual who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the individual and enables any required action to be initiated at the earliest opportunity.

RHI's are undertaken by practitioners who are independent in order to facilitate a discussion with the individual that is as open as possible. As soon as the local authority receives notification that an individual has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the individual to decide the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview individuals including times during the school day are utilised.

When necessary and in conjunction with the local authority, the school will facilitate RHIs, both in terms of releasing the individual from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site for the interview to take place.

The school will check with the local authority whether parents/carers have given their consent to the interview. However, individuals aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore are able to participate in a RHI or not. With

reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the local authority has not received consent from parents/carers and the individual concerned then the individual is not assessed as being capable of giving or withholding informed consent, the school will contact the parent/carer and seek to secure their consent.

Parents/carers may also choose to accompany their son/daughter in interviews and the school will facilitate that as appropriate.

12. Helping children to understand and recognise risk and identify available support

KCSIE 2019 requires governing bodies and proprietors to ensure that students are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

Students are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help students to think about the risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all students and promote sensible behaviour rather than fear or anxiety. Students are taught how to conduct themselves and how to behave in a responsible manner. They are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including how to tackle cyber-bullying. The school continually promotes an ethos of respect for all and students are encouraged to speak to a member of staff of their choosing about any worries, concerns or difficulties they may have.

Discussions about risk will include talking to students about the risks and issues associated with sending, receiving and/or disseminating indecent images of themselves and others, which is widely referred to as 'sexting'.

It is recognised that an individual may choose to share indecent images with somebody else in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise individuals in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about individuals sending and receiving indecent images, which includes listening to what students say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to individuals concerned and will inform parents/carers about their concerns unless there is good reason to believe that doing so would place the individual at increased risk of significant harm. The

DSLs will also need to consider the Fraser guidelines in making a judgement about whether or not to respect an individual's request not to inform his/her parents/carers.

N.B. Students under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13-year olds will therefore be referred to the police.

Students are taught about online safety, issues of consent and healthy relationships, fundamental British values, how children can keep themselves safe from all forms of bullying including online bullying, child sexual exploitation including issues of informed consent, sexting, drugs and alcohol.

13. Support for students, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact
- ensuring any a member of staff that is subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely with controlled access only
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our safeguarding, child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

14. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards an individual that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out an individual or attempting to humiliate them, bullying or belittling an individual or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors in line with the agreed complaints procedure. An explanation of the complaint's procedure is included in the safeguarding information for parents/carers and students. The complaints procedure meets independent school regulatory requirements. A copy is located on the school website and is available in paper form on request.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

15. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague - including visiting practitioners, volunteers and others - towards an individual either student or adult, are placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career or student's life. All staff must remember that the welfare of the individual is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's staff behaviour policy (code of conduct) – to the headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

The recommended format for all staff in schools to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma 'Logging A Concern about the behaviour of an adult who works with children', also known as the 'Yellow form'.

All such forms should be passed directly to the headteacher. Alternatively, staff are free to approach the headteacher directly to discuss their concerns.

Concerns or complaints about the headteacher should be reported to the chair of governors, whose contact details are displayed in the staff room for any member of staff to use in such an instance. The 'Yellow form' should also be used for that purpose as above.

Staff may also report concerns about suspected abuse or neglect directly to children's social care, police or Prevent officer if they believe direct reporting is necessary to secure action.

Staff can also contact the designated officer in the local authority, who is responsible for the co-ordination of responses to allegations against people who work with children (see contact and referral details in section 16 below). The designated officer's contact details are displayed on the safeguarding noticeboard in the staff room. See Appendix 3

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

The NSPCC whistleblowing helpline and contact numbers for Children's Social Care, the Police and the Designated Officer are all displayed in the staff room and in an appendix below.

16. Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of KCSIE 2019 and the WS inter-agency safeguarding procedures Allegations Against Staff or Persons in Positions of Trust – <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

Staff, parents/carers and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the police.

In accordance with KCSIE 2019, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by Working Together to Safeguard Children, all allegations in respect of an individual who works at the school that fulfil any of the following criteria will be reported to the designated officer in the local authority (LADO) within one working day:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The designated officer's contact number is **01926 743433**. Referrals to the

designated officer should be submitted on a PoT MARF form and sent to lado@warwickshire.gov.uk.

NB: it is the headteacher's responsibility to contact and refer to the designated officer when necessary. The only exception is when the allegation is against the headteacher, in which instance the nominated governor and/or chair of governors will undertake that responsibility.

17. Staff training

It is important that all staff are effectively trained to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

all staff, including those that are new, volunteers and governors who have direct contact with students will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff behaviour policy (code of conduct)
- the identity and role of the DSL and all Deputy DSLs
- the school's behaviour policy
- the school's safeguarding response to children who go missing from education.

NB: all of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with students in school. The school's safeguarding and child protection policy and staff behaviour policy (code of conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the headteacher volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership.

DSLs will attend advanced training every two years delivered by Warwickshire County Council's Education Safeguarding Service. The training will include up to date information about local safeguarding partnership and inter-agency procedures.

In addition, the DSLs will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, peer on peer abuse, sexual harassment and sexual violence in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

In addition, the headteacher (and/or other school leaders as appropriate) and at least one governor (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

18. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'suitable' staff and allow 'suitable' volunteers to work with children by complying with the requirements of KCSIE 2019, together with the school's and the WS Safer Recruitment policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history. All gaps in employment and education will be recorded in written form so reasons are fully explained
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
 - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in regulated activity;
 - an enhanced DBS check without a barred list check for all volunteers not involved in regulated activity but who have the opportunity of regular contact with children;
 - an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in regulated activity
- if offered employment, provide evidence of their right to work in the UK
- post interview a medical fitness check will be undertaken
- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Part 3 of Keeping Children Safe in Education 2019.

The school will also

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- academies, independent schools and free schools – check that an applicant for a management position is not the subject of a section 128 direction made by the Secretary of State prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, staff behaviour policy (code of conduct), other issues as in section 16 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (code of conduct).

All relevant staff (teachers, teaching assistants, other classroom based staff, lunchtime supervisors and members of the senior leadership team) are made aware of the disqualification legislation (state how awareness is raised e.g. with a staff/volunteer briefing, a clause in employment contracts for new staff etc.).

The school will obtain written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken **all** of the required recruitment and staff vetting checks in respect of individuals they hire to work in school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of KCSIE and guidance issued by Warwickshire County Council, in order that the register is fully compliant and contains all of the information that it should.

Volunteers

Volunteers will undergo all of the required checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

As mentioned above the school will verify that all individuals who work in school unsupervised will be properly vetted. The headteacher will ensure that this is the case and a written record kept that all of the required checks have been conducted.

The school checks the identity of all contractors and their staff on arrival at the school. As required by statutory guidance, where contractors and/or their staff are engaged in regulated activity, barred list checks are verified. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

19. Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents/carers who are simply delivering or collecting their children do not need to sign in as long as they do not enter the school unsupervised. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

20. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. It is shared with all staff before they start work as part of their induction. The policy is transparent to staff, parents/carers and students.

The school's behaviour policy, which includes physical restraint guidance, appropriately addresses the use of reasonable force with reference to statutory guidance and the document 'Guidance on the Use of Force and Physical Intervention', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

KCSIE (DfE 2019) highlights that there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children from harm. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where an individual need to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such

as standing between students or blocking an individual's path, or active physical contact such as leading a student by the arm out of the classroom.

The school operates in accordance with Warwickshire County Council's Guidance on the Use of Force and Physical Intervention, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with individuals; using non-threatening verbal and body language; helping student to recognize their own 'triggers' and 'early warning signs', and distracting or helping individuals to see a positive way out of a difficult situation.

However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation and a risk of violence, serious damage to property or disruption to the school remains. Only school staff that have been trained in physical intervention techniques can adopt physical restraint methods. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction. All incidents of physical restraint will be recorded in a bound book and copies will be distributed to them on a need to know basis.

Searching

In accordance with DfE guidance "Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies"

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf), school staff can search a pupil for any item if the student agrees. The headteacher and any member of staff authorised by the headteacher also has a statutory power to search individuals or their possessions, without consent, where they have reasonable grounds for suspecting that the individual may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

21. Record Keeping

The school will maintain safeguarding (including early help) and child protection records in accordance with the guidance document provided by WCC Education

Safeguarding Service Child Protection Record Keeping Guidance.

The school will:

- keep clear detailed written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care or other outside agency immediately
- keep records in a folder in a meticulous chronological order
- ensure all records are kept secure and in locked locations with controlled access
- ensure all safeguarding records are transferred - separately from the student's main file to the receiving school, college or other education establishment when a student moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained
- ensure DSLs consider
- whether it is appropriate to share any information with a student's receiving school in advance of the student leaving so that the receiving school is able to support the student as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, deputy DSLs and other key staff such as the SENCO when a student transfers in from another school.

Safeguarding and child protection records will be maintained independently from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the DSLs and senior leaders who need to be aware.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child using the pro forma Logging A Concern About A Child's Safety and Welfare (Form C) also known as the 'Green form'. The same format will be used by staff to record and report any observations or concerns that suggest an individual might benefit from early help.

Such records will include, in addition to the name, address and age of the student, timed and dated observations describing the individual's behaviour, appearance, statements/remarks made to staff or other individuals and observations of interactions between the students and others, including, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the student or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **all staff use one consistent system for the recording of concerns and that all records are passed to a DSL**, who should complete the form to confirm what action has been taken.

Child protection records form a part of student's pupil records, which parents/carers ordinarily have a right to see. Any student or parent/carer wishing to access the student's child protection records will need to submit a request to the school for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation

(GDPR) if releasing information would place the student, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent school staff from sharing information with relevant agencies without the consent of parents/carers, where that information may help to protect an individual.

22. Confidentiality and information sharing

The school will manage and share confidential information about students in line with Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018). All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR places duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. KCSIE (DfE 2019) states clearly that **“Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children”**.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that student’s general needs are met in school. However, staff should report all child protection and safeguarding concerns to the nominated DSL in the first instance followed by the deputy DSLs. In the case of concerns about the headteacher – to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, KCSIE guidance emphasises that any member of staff can contact and/or make a referral to Children’s Social Care, or other outside agency e.g. Prevent officer, if they are concerned about a child.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The DSLs will normally obtain consent from the student and/or parents/carer to

share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSLs may share information without consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a student or parent/carer to see child protection records, they will refer the request to the headteacher.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a student or parent/carer to keep secrets.

Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. All such information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms (Form C – Green forms) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

23. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-site activities, including day and work related activities, we will check that effective child protection and whistleblowing arrangements are in place.

Where extended school activities are provided by and managed by the school, the

school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

24. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students, we will:

- seek their consent for photographs or video images to be taken
- seek parental consent
- ensure students are appropriately dressed and
- encourage students to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- gain parent/carer consent
- avoid naming children when possible
- if it is necessary to name children, use first names rather than surnames
- if children are named, avoid using their image
- establish whether the image will be retained for further use, where and for how long
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of school and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities.

Parent/carers are welcome to take still photographs of their **own children only** during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parent/carers may be asked not to take photographs during concerts/performances in order not to distract individuals who are performing or other audience members). Parent/carers must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parent/carers of those children.

Parent/carers are not welcome to video record their **own children only** during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images

of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

25. Online Safety

Students and adults commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and students will use those technologies to harm others and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to handheld devices and parent/carers are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Please refer to the e-safety and bullying and harassment policy for more information.

The school's **online safety policy** explains how we try to keep students safe in school and protect and educate students in the safe use of technology. The school has appropriate filters and monitoring systems in place to protect students from potentially harmful online material. The outcomes of internet monitoring are known and evaluated regularly.

Cyber-bullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training and are trained to be vigilant about and to

report any concerns about risk to individuals online in the same way that they notice and report offline concerns.

The school's online safety co-ordinator is Charlene Ogden

Online communication between staff and students

Staff receive advice regarding personal online activity, use of social networking and electronic communication with students, about which there are strict rules. Staff found to be in breach of these rules may be the subject of a referral to the designated officer in the local authority and may be subject to disciplinary action.

26. Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of children. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone or through neglect.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by adult men or women or by other children or young people. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 31).

Neglect

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

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

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

Definitions taken from Keeping Children Safe in Education (DfE 2019).

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSLs.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their schoolwork;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development; and/or
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;

- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the school day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form) and;
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk without unequivocal evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent/carer has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask students if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

Staff should use the same record of concern form C (Green form) to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the individual, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the early help process as in section 8 of this policy.

If a student discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or well-being, **the staff member will need to let the individual know that they must pass the information on** – staff are not allowed to keep unsafe secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen but if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students' staff will:

- allow them to speak freely;
- remain calm and do not overreact – the student may stop talking if they feel they

- are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m glad you told me’/‘thank you for telling me’; ‘I believe you’; ‘What happened to you is not your fault’/‘This isn’t your fault’; ‘I’m going to do what I can to help you’;
- not be afraid of silences – staff must remember how hard this must be for the individual to recount their experiences;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the individual’s mother think about it; (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. ‘when did this happen’, ‘where did this happen?’)
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next;
- let the individual know that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL (or headteacher if the child has made an allegation against a member of staff);
- write up their conversation as soon as possible on the **record of concern form** Form C (Green form) and hand it to the DSL (or headteacher if the child has made an allegation against a member of staff); and
- seek support if they feel distressed or need to debrief.

Notifying parents

The school will normally seek to discuss any concerns about an individual with their parent/carer. This must be handled sensitively, and the DSL will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

Our focus is the safety and well-being of the student. Therefore, if the school believes that notifying parent/carer could increase the risk to the child or exacerbate the problem, advice will be sought first from Children’s Social Care.

27. Making a referral to Children’s Social Care

KCSI(DfE 2019) emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will make a referral to Children’s Social Care (and if appropriate the police or Prevent Officer, if relevant) if it is believed that an individual is suffering or is likely to suffer significant harm.

The student (subject to their age and understanding) and the parent/carer will be told that a referral is being made, unless to do so would increase the risk to the child or

create undue delay. KCSIE guidance emphasises that **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Statutory assessments Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

28. Submitting child protection referrals

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at mash@warwickshire.gov.uk. The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH on 01926 414144. This should be followed by submission of a MARF as above.

NB: If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated social worker, **not** to the MASH. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, **not** to the MASH.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

Staff may seek support directly from the Education Safeguarding Manager should they consider that necessary.

29. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the early help process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

- the situation is an emergency and the DSL, the deputy DSL, the headteacher and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details above) or seek support from the Education Safeguarding Manager via 01926 742525.

29. What will Children's Social Care do?

Children's Social Care should make a decision about the type of response that is required within one working day of a referral being made; and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made, and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The school will follow up if this information is not forthcoming and if, after a referral, the child's situation does not appear to be improving, the school will consider following the WS escalation procedure to ensure the referred concerns have been addressed and, most importantly, that the child's situation improves.

If Children's Social Care decide to carry out a statutory assessment, school staff will do everything they can to support that assessment, led and supported by the designated safeguarding lead (or deputy) as required.

30. Bullying, peer on peer abuse and harmful sexual behaviour

This school believes that all children have a right to attend school and learn in a safe environment. Students should be free from harm, both from adults and other students in the school.

Students may be harmed by other children or young people. All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. It is most likely to include, but is not limited to:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (up skirting is a criminal offence and may constitute sexual harassment);
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's anti-bullying procedures which are on the school website, can be accessed through senior leadership team, and are e-mailed to all staff during induction. All students and

parent/carers receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and peer on peer abuse proactively.

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a student's sexualised behaviour, including any known online sexualised behaviour, should record their concerns in the usual way on a Green form and report them to the DSL as soon as possible, as with any other safeguarding concern.

It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older student and refers to their behaviour towards a younger one or a more vulnerable individual;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other students in school;
- indicates that other students may have been affected by this student;
- indicates that youngsters outside the school may be affected by this student.

It is important for the school to consider the wider environmental factors and context within which peer on peer abuse occurs (please also see contextual safeguarding below). Such factors may include the potential for bullying and peer on peer abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. The school will also consider the potential for the impact of the incident to extend further than the school's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet**

Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the **Internet Watch Foundation** at <https://www.iwf.org.uk/>.

Peer on peer sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. While it is important that **all** victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

This policy largely refers to sexual violence and sexual harassment between students in school. However, there may be occasions when students report sexual violence and/or harassment perpetrated by other persons who attend a different educational provision. In that situation, the DSL will liaise with the DSL at the alleged perpetrator's school or college as well as the victim's parent/carers, the police and Children's Social Care. Support for the victim will be provided as described below, irrespective of which educational provision the alleged perpetrator attends.

What is sexual violence and sexual harassment?

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment in the context of peer on peer behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies and through the curriculum.

Minimising the risk of sexual violence and sexual harassment at the school through a planned curriculum

PaYP will address the following;

- the school's ethos and its inherent values and standards are demonstrated, promoted and upheld throughout all aspects of school life;
- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging cultures of sexual harassment including behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts - dismissing or tolerating such behaviours risks normalising them;
- how additional barriers to minimising the risk of sexual violence and harassment are addressed, including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability or special needs without further exploration;
- recognition that, in some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- How students are made aware of the process for them to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

How the school will respond to reports of sexual violence and sexual harassment

The school will respond to reports in accordance with Part 5 of Keeping Children Safe in Education 2019. Schools may also find it useful to refer to the peer on peer abuse toolkit available at <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf>

It is not possible to anticipate every particular set of circumstances and therefore what the school's response will be to every case. This policy sets out a set of principles which the school will consider in responding on a case by case basis.

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy DSL), using her/his professional judgement and supported by other agencies, such as children's social care and the police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Advice may also be sought from the education safeguarding manager.

Risk assessment

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator/s (if she/he/they attend the same school or college); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

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

Action following a report of sexual violence and/or sexual harassment - what to consider

The DSL (or deputy DSL) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy DSL) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the students involved;
- the developmental stages of the students involved;
- any power imbalance between the students. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students or school staff;
- informing parents/carers unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, some staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

Children sharing a classroom - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the police, the alleged perpetrator will usually be removed from any classes they share with the victim. Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both students and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and transport, will be considered immediately.

In all cases, the wishes of the victim, the nature of the allegations and the protection of all students in school will be especially important when considering any immediate actions.

Responding to the report

If an offence has been committed, the police will be informed. It is the prerogative of parents/carers and victims to make complaints to the police directly but the school will also speak to the police in order to ensure effective action is taken to safeguard other students as well as the victim.

If a child has suffered significant harm, a referral will be made to Children's Social Care via the MASH in order to ensure that the needs of both the victim and perpetrator are the subject of professional risk assessments by social workers. Similarly, any instance of sexual activity between students on the school site will always be referred to Children's Social Care.

Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations;
- all parties have an ongoing right to an education and are safest if they remain in school subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment on the part of a student:

1. Manage internally

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the child and her/his parents/carers, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support. Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation would also be undertaken.

2. Early help

The school may decide that the student(s) involved do not require statutory interventions but may benefit from early help, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

A safeguarding record will be maintained of all concerns, discussions, decisions and reasons for decisions for all responses as in bullets 1 and 2.

3. Referrals to Children's Social Care

Where a student has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral Children's Social Care via the MASH. All instances of sexual activity between students on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care via the MASH. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is ten, the starting principle of reporting to the police via the MASH remains. The police will take a welfare, rather than a criminal justice, approach.

The school will generally inform parents or carers, unless there are compelling reasons

not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

Collaborative working will help ensure the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other students that require support.

However, the school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other students in the school. The DSL (or a deputy DSL) will work closely with Children's Social Care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other students directly involved in the safeguarding report and all students at the school should be **immediate**.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL or a deputy) will refer again if we believe the student remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy DSL) should consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting to the Police

Any report to the police will generally be in parallel with a referral to Children's Social Care (as above).

Where the school receives a report of rape, assault by penetration or sexual assault, the starting point is this should be passed on to the police. It is the prerogative of victims and their parents/carers to make direct complaints to the police. However, the school should also be very clear with victims and parents/carers that the school has a duty to ensure the police are informed when an alleged crime has been committed in order to safeguard others.

Where a serious crime is reported, the school can report directly to the local police station. However, in most circumstances, the school will consult with the MASH in the first instance in order to ensure that both the police and Children's Social Care are informed.

Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim as required.

The school will also be informed by the police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by students inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under WS inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

The school is committed to participating in plans both to provide students who are at risk from other students and those individuals who may present a risk to other students with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all students concerned, subject to appropriate risk assessments and risk management plans.

Subsequent considerations

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

Where a student is subject of bail conditions, the school will work with Children's Social Care and the police to manage any implications and safeguard all students concerned without jeopardising the police investigation.

If a student is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all students and consider any suitable action in light of the behaviour policy. If the perpetrator remains at the school along with the victim, the school will meet with the student and her/his parents/carers to revisit and reiterate in writing expectations of the perpetrator in terms of future behaviour and complying with any restrictions and arrangements put in place to safeguard the victim and other students.

In the light of possible publicity, speculation and interest within the student and parent body, the school will consider any other measures necessary to safeguard both the victim and perpetrator, especially from any bullying or harassment (including online).

In respect of a not guilty verdict or a decision not to progress with a criminal prosecution, the school recognises that this will likely be traumatic for the victim and will continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Support will be tailored on a case-by-case basis. Support can include emotional and practical support for victims from Children and Young People's Independent Sexual Violence Advisors in the specialist sexual violence sector; provision of a designated trusted adult in the school of the student's choice to talk to about their needs. Every effort will be made to avoid isolating the victim, in particular from supportive peer groups, but it is recognised that there may be times when a victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and

activities. The school will provide a physical space for the victim to withdraw.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion. In all but the most exceptional of circumstances, the rape or assault will constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the school would seriously harm the education or welfare of the victim (and potentially other students).

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The school will have a difficult balancing act to consider. On one hand it needs to safeguard the victim (and the wider student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other students. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from Children's Social Care, specialist sexual violence services and the police.

If a perpetrator (alleged or convicted) does move to another educational institution (for any reason), the school will make the new educational institution aware of any ongoing support needs and where appropriate, potential risks to other students and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

Youth produced sexual imagery ('sexting')

The school will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2017) - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the individuals involved.

Students who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising individuals unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with DfE advice Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (DfE 2018), page 11 'After the search'.

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to individuals involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the individual at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the police via the MASH immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental as in section 11 above or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by individuals. These include possible adult involvement or criminal or abusive behaviour by students such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of an individual who is pictured.

Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH), or from the local safeguarding board in the local authority in which the student lives, for advice about whether or not a response by the police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their child
- a multi-agency sexual exploitation (MASE) meeting is required

- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of individuals (possibly by an adult pretending to be a somebody known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of individual(s) to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the individual's developmental stage or are violent
- sharing of indecent images places an individual at immediate risk of harm, for example, the individual is presenting as suicidal or self-harming tendency.

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents/carers of the students involved, arrange for the parent/carers to ensure that all indecent images are deleted and that the individuals involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery - adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to an individual.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e. it is not possible to establish the facts from the individual(s) involved)
- is necessary to report the image to a website, app or suitable reporting agency to

have it taken down, or to support the individual(s) or parent/carers making a report

- is unavoidable because an individual has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the headteacher, Children's Social Care or the education safeguarding Manager
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the headteacher, another DSL or a member of the senior leadership team.

The other staff member does not need to view the images

- wherever possible ensure viewing takes place on school premises, ideally in the headteacher or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the individual(s) in the imagery
- record the viewing of the imagery in the individual's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Deletion of images - if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

31. Serious violence

All staff are made aware of indicators that students are at risk from or are involved with serious violent crime; and are trained to record and report any concern about students at risk of or involved in perpetrating serious violence as with any other safeguarding concern. Indicators may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that individuals have been approached by or are involved with individuals associated with criminal gangs.

32. Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between individuals outside the school. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of individuals should consider whether wider environmental factors which are present in an individual's life that are a threat to their safety and/or welfare. Staff will listen to individuals and be vigilant about any signs or indicators that would suggest they may

be at risk in the community and will share intelligence with the police in order to prevent any students suffering harm. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

33. Child sexual exploitation and child criminal exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. **Child criminal exploitation (CCE)** is a form of child abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual and/or criminal activity

- (a) in exchange for something the victim needs or wants; and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.

Victims of CSE and CCE can be boys or girls. Individuals are often unwittingly drawn into sexual and/or criminal exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs often groom and exploit vulnerable individuals to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This is known as 'county lines' activity.

Criminal exploitation of children can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups; males or females or adults. It is typified by some form of power imbalance in favour of those perpetrating the exploitation. As well as age, the power imbalance can also be due to other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Child criminal exploitation may include activities such as:

- an individual travelling outside the area in which she/he lives in order to transport, distribute or sell drugs for others by whom they are being exploited. This form of criminal activity and exploitation is referred to as **county lines** (for further information see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf);
- an individual committing crimes on behalf of or at the behest of others because they, their friends or relatives have been threatened, deceived or manipulated;

- an individual is forced to commit crime in order to settle actual or fabricated debts;
- gang membership, which may lead to an individual being exploited to do something illegal or dangerous in return for kudos/status in the gang;
- an individual being encouraged or manipulated to commit crime via social media;
- an individual receives food, money, kudos or status in return for storing a weapon or drugs for others.

All staff are trained to be vigilant about and report indicators of CSE and CCE including:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- individuals being exposed to or perpetrating serious levels of violence; and/or being manipulated or forced into excessive violence towards others by somebody who is exploiting them (for further information see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf);
- exclusion or unexplained absences from school;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual and/or criminal exploitation, not all individuals with these indicators will be exploited and child sexual and criminal exploitation can occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;

- connections with other individuals who are being sexually and/or criminally exploited;
- family members or other connections involved in adult sex work and/or other criminal activity;
- having a physical or learning disability; and
- being looked after (particularly those in residential care and those with interrupted care histories).

The school teaches students about consent and the risks of sexual and criminal exploitation in the PSHE and SRE curriculum. A common feature of sexual and criminal exploitation is that the student often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The student may initially resent what she/he perceives as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are trained to report all concerns about CSE and CCE to the DSL immediately. The DSL will consider the need to make a referral to Children's Social Care via the MASH (see sections 27 and 28 above) as with any other child protection concern and with particular reference to WS procedures. Parents/carers will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Child Exploitation (MACE) meeting may be convened under WS inter-agency safeguarding procedures. The school will attend and share information at MACE meetings as required. Parents/Carers and students will be invited to attend MACE meetings by Children's Social Care as appropriate.

34. So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so-called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs.

It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the p personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See <https://www.gov.uk/forced-marriage> for further information).

35. Protecting Children from Radicalisation and Extremism

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Some children are vulnerable to extremist ideology and radicalisation. Protecting students from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting students from other forms of harm and abuse. As such, the DSL is responsible for the school's strategy for protecting students from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target individuals and spread their ideology, making them more vulnerable to being influenced by extremist ideas. Individuals who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

The school has defined responsibilities to ensure that students are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation, it is possible to intervene to prevent individuals being radicalised. The school is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing students with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all students are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting students in this area of the school's work; and a specific understanding of how to identify individuals who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest

in extremist ideas along with a tolerance towards potential violence to certain members of society.

The school recognises the importance of providing a safe space for students to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the DSL (or deputy) DSL will make appropriate referrals to the police Prevent team and Channel programme in respect of any individual whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that individuals receive appropriate support.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a student's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the individual at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the police Prevent team and in the interests of making proportionate responses, the school may offer support to individuals and their families through the provision of early help as appropriate.

The school expects all staff, volunteers, governors, visiting practitioners, contractors and individuals or agencies that hire school premises to behave in accordance with the school's staff behaviour policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult. All adults or visitors giving talks will have the content of their input vetted in advance of being allowed to work in school.

Parents/carers and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school leaders, teachers and parents/carers with the information, tools and resources they need to recognise and address extremism and radicalisation in individuals and how best to support them. The website provides information on training resources for teachers, staff and school leaders.

As part of the school's overall safeguarding arrangements and ongoing action plan for improvement, the DSL will take into account identified local issues; intelligence from pupils, parents/carers staff and partner agencies; and new information from national issues and learning to review practice and procedures in order to keep pupils safe.

In line with Prevent duty requirements the school will produce a risk assessment to prevent individuals from radicalisation, extremism and terrorist activity.

36. Children who are looked after or were previously looked after

The most common reason for individuals becoming looked after is as a result of abuse or neglect. Students who were previously looked after potentially remain vulnerable. The school ensures that staff have the necessary skills and understanding to keep students who are looked after and those who were previously looked after safe and ensures that appropriate staff have information about an individual's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children who are looked after and previously looked after and the DSL hold details of the social workers for all students who are looked after or were previously looked after; and the name and contact details of the local authority's virtual head for children who are looked after.

Care leavers

Local authorities have ongoing responsibilities to those students who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal advisor who develops a pathway plan with the individual concerned. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have details of the local authority personal advisor appointed to guide and support all care leavers; and should liaise with them as necessary regarding any issues of concern affecting a care leaver.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent/carer or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents/carers. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent/carer, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for an individual that has not been notified to Children's Social Care, the school will encourage parents/carers and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

37. Related safeguarding portfolio policies

- Staff behaviour policy (code of conduct)
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaints procedure
- Tackling bullying including prejudice-based bullying
- Physical contact
- Whistleblowing
- SEN
- Missing children
- Safer recruitment and selection
- Managing allegations
- Grievance and disciplinary

38. Domestic abuse

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional abuse.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting students can also occur within their personal relationships, as well as in the context of their home life.

All concerns about students being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

The school works in partnership with Warwickshire Police and Warwickshire Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called Operation Encompass.

When the police attend any incident of domestic violence or abuse in any household in which a student of the school lives, the headteacher who is also the DSL will

receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the Student may need support. On receipt of any such notification, the DSL will ensure that teachers and other staff directly in contact with affected students support them with due kindness, care and sensitivity. In addition to supporting individuals, the process means that the school will also be able to offer parents/carers support as appropriate. The information will be managed and stored with the utmost sensitivity and discretion consistent with all other confidential safeguarding records.

39. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the local housing authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the local housing authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a student has been harmed or is at risk of harm.

In most cases school staff will be considering homelessness in the context of those who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16- and 17-year olds could be living independently from their parents/carers, for example, through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these students and the DSL (or a deputy DSL) will ensure appropriate referrals are made based on the child's circumstances.

40. Special Circumstances (to be included as appropriate for your school)

Alternative Provision

KCSIE 2019 states that 'Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil'. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff." The school will act in accordance with that guidance.

Work experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking those who provide placements and supervising students on work experience which are in accordance with the guidance in KCSIE2019.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school will access

guidance highlighted in KCSIE 2019, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will seek to support pupils/students in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate.

Appendix 1

Suggested wording for information about Child Protection and Safeguarding to be included in School* Prospectus

Schools are strongly advised to inform parents/carers of their safeguarding and child protection procedures, their statutory responsibilities to safeguard and promote the welfare of children and the requirements to report child protection concerns to Children's Social Care. Keeping Children Safe in Education 2019 requires the Designated Safeguarding Lead to ensure that the school's safeguarding and child protection policy is available publicly (e.g. via the school website) and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in that process.

The following information can be used in the school's brochure:

'Under the Education Act 2002 (Section 175 for maintained schools/Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and discuss the need to make a referral to Children's Social Care if that is considered necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm or cause undue delay.** The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'

** The word 'school' is used throughout. This includes all schools whether maintained, non-maintained or independent schools, including academies and free schools, alternative providers of education, further education colleges and sixth-form colleges; and relates to children under the age of 18 years.*

Standards for Effective Child Protection Practice in Schools

The school's child protection and safeguarding responsibilities are inspected under the 'Leadership and Management' judgement in Ofsted inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated Governor for Safeguarding to ensure the school is effective in safeguarding and child protection matters.

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Ensure all staff are able to identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and WS procedures so that information is passed on effectively to the relevant professionals;
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for **all** school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;

8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to identify risk, know who they can talk to about anything causes them concern and understand the importance of protecting others;
10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
11. Have a clear understanding of the various types of bullying and peer on peer abuse – face to face, online, physical, verbal, sexual, prejudice based and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
12. Have a clear understanding of the signs and impact of racist, disability, homophobic, transphobic and teenage relationship abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the school.
13. Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
14. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education 2019* and WS inter-agency child protection procedures;
15. Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
16. Ensure that specified information is passed on in a timely manner to the Local Authority and WS for monitoring purposes;
17. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education 2019*.

Reference Documents

Appendix 3;

Keeping Children Safe in Education (DfE 2019)

Working Together to Safeguard Children (DfE 2018)

Warwickshire Safeguarding (WS) inter-agency safeguarding procedures -

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

What to do if You're Worried a Child is being Abused 2015 - Advice For Practitioners (HMG 2015)

Children missing education - Statutory guidance for local authorities (DfE 2016)

Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2017)

For advice and support about any safeguarding matter in school or for information about a range of safeguarding training courses, please contact the Education Safeguarding Service:

Adrian Over
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Manager
01926 742525 (or via Email)
Email)
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