Title	Child Protection an Safeguarding Policy
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1. Aims

The school aims to ensure that:

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

Children and young people have a fundamental right to be protected from harm. Our learners have the right to expect us to provide them with a safe and secure environment. We acknowledge that staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility. **Safeguarding is everyone's responsibility.**

2. Principles

Our policy applies to all in our school community, namely learners, staff, governors, visitors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our learners;

- Raising learner awareness of child protection issues and equipping learners with the skills they need to keep safe;

- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively ;

- Supporting vulnerable learners and those in difficult circumstances, as well as supporting those learners who have been abused in accordance with their agreed protection plans ;

- Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our learners feel safe and secure, and where they are encouraged to talk and are listened to seriously;

- Ensure that our learners know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers;

- Include opportunities in the curriculum for learners to develop the skills to recognise abuse and to stay safe, and also to include material to help learners develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;

- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing). Wherever possible we will share any safeguarding concerns, or an intention to refer to Children's social care, with parents/carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. On occasion it may be necessary to seek guidance from Northampton safeguarding children board. and or the Police in making decisions about when it is appropriate to share information with parents/carers;

- Safeguarding staff will challenge and 'think the unthinkable.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

3. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;

- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques;

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school;

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children;

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children;

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;

- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children;

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

4. Equality Statement

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

We give special consideration to children who:

- have special educational needs or disabilities;
- are young carers;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language;
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- are asylum seekers.

4.1 Learners with Special Equational Needs

Staff should be aware that SEND learners can be more vulnerable and therefore abuse can be more likely. Some may have more significant issues with communicating this staff. The SENDCo will liaise with the DSL where issues of safeguarding around SEND learners are apparent.

Additional barriers can exist when recognising abuse and neglect in this group of learners

This can include:

- Assumptions that indicators of possible abuse such as behaviour; including for example, ADHD or other specific behavioural problems/diagnosis, mood and injury relate to the learner impairment without further exploration;
- Assumptions that learners with SEN and disabilities can be disproportionally impacted by things such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctant to challenge carers, professionals may over emphasis with carers because of the perceived stress of caring for a disabled child;
- Disabled children often reply on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A SEND learners understanding of abuse;
- Isolation.

5. Roles and Responsibilities

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

5.1 Safeguarding Team

The safeguarding team at Wootton Park School is stated below. The appointed Senior Designated Safeguarding Lead is Tim Clarke and the appointed Deputy Senior Designated Safeguarding lead is Jane Page. If a member of staff has any concerns they must speak to a member of the safeguarding team without delay.



Tim Clarke
Senior Designated Safeguarding Lead



Jane Page
Deputy Senior Designated Safeguarding Lead

Designated Safeguarding Leads



Lydia Wild



Geoff Treadgold



Corina Kerrou



Claire Woodbridge

5.2 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. Please also refer to appendix 1 for types of abuse.

All staff will be aware of:

- know the names of the designated safeguarding lead and members of the safeguarding team, understand the role of the Designated lead and the team;
- understand and comply with the school's safeguarding and child protection policy;
- deal with any bullying incidents that may occur and will never be tolerated;
- refer e-safety concerns to a member of the safeguarding team;
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually);
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism". Report any concerns to a member of the safeguarding team;
- be aware of our statutory duty to personally inform the police of any reported incident of FGM along with the Designated lead for safeguarding;
- be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003);
- address risks and prevent issues escalating, 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the safeguarding team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action;
- ensure appropriate use of social media, which includes no contact with pupils or parents/carers

- monitor vulnerable pupils within tutor groups and in lessons, reporting emerging concerns swiftly to either the Head of Year or the Safeguarding team to enable early identification and assessment;
- understand the difference between an early-help concern and an immediate danger/risk of harm
- will wear their Identification badge, which now includes emergency numbers on the reverse
- ensure that learners respond to the emergency bell system:
    - Fire: Continuous bell
    - Stay inside: four bells, pause, four bells
- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the safeguarding lead or a member of the safeguarding team;
- have read our behaviour and staff conduct policies;
- ensure personal mobile devices are only used in pupil areas in an emergency.

Learners, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's safeguarding protection and conduct policies.

Appendix 4, Specific Safeguarding Issues, outline in more detail how staff are supported to do this.

5.3 The designated safeguarding Lead (DSL)

Our Senior DSL is Tim Clarke, Assistant Principal. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Our Senior DSL can be contact out of hours on: t.clarke@woottonparkschool.org.uk

When the Senior DSL is absent, the Deputy Senior DSL, Jane Page, Senior Vice Principal will act as cover. The Deputy Senior DSL can be contacted out of house on: j.page@woottonparkschool.org.uk

In the absence of either the Senior DSL or Deputy Senior DSL staff can contact any member of the safeguarding team, as detailed in 5.1

All DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of children;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

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

The Designated Safeguarding Lead is responsible for:

- the provision of leadership and vision in respect of child protection;
- ensuring mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities;
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies;
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation;

- ensuring that the safeguarding team have received the appropriate training every two years. With at least one annual update for the DSL;
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress;
- liaison between the safeguarding team the leadership team and governors;
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance;
- monitoring effectiveness of child protection policy and procedures and updating policy at least annually;
- ensuring every member of staff along with volunteers read and understand part one of Keeping Children Safe in education;
- ensuring pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety;
- opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- will ensure that there is always a member of the safeguarding team available during the school day for staff to liaise with.

5.4 The Governing Body

The governing body will approve this policy at each review, and hold the principal to account for its implementation.

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

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the principal, where appropriate (see appendix 3).

The Governing Body is responsible for ensuring that:

- the school complies with legislation related to child protection;
- the school has a Safeguarding Policy which will include our Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of learners in our school
- this policy is reviewed at least annually;
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers;
- the school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA, in particular that the school community has "due regard to the need to prevent people from being drawn into terrorism". All staff understand that they have a statutory duty to notify a member of the safeguarding team should they have a concern;
- all staff are aware of their statutory duty to report FGM to a member of their safeguarding team and the Police;
- ensure every member of staff along with volunteers, Governors and Trustees read and understand part one of Keeping Children Safe in Education;
- safeguarding arrangements take into account the procedures of the Local Authority as set up by the Northamptonshire Safeguarding Children Board;
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety.

The named governor for child protection, children in care, children previously in care and learners on a special guardianship order is responsible for maintaining:

- regular contact with the school's designated lead or deputy (termly);
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities;
- the role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy. Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached;
- the DSL and the principal provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- ensuring that learner are taught about safeguarding.

5.5 The Principal

The principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3);
- Ensuring the relevant staffing ratios are met, where applicable;
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

6. Confidentiality

All staff need to understand that the only purpose of confidentiality is to benefit the learner. Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

No one should guarantee confidentiality to a learner nor should they agree with a learner to keep a secret, as any child protection concern must be reported to the Senior/Deputy DSL, or one of the safeguarding team, and may require further investigation by the appropriate authorities.

The Data Protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in Appendix *3.*

7. Recognising abuse and taking action

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

7.1 If a child is in immediate danger

The DSL will make a referral to Northamptonshire's Multi-Agency Safeguarding Hub (MASH) and/or the police immediately if a child is in immediate danger, left alone or missing or at risk of harm. However, the statutory guidance 'Keeping Children Safe in Education 2018' emphasises that any member of staff can my a referral.

If a member of staff does contact MASH directly they must inform the Senior/Deputy Senior DSL as soon as possible.

7.2 Procedures for reporting

Emergencies
If a learner is in immediate danger, left alone or missing, contact the police and/or ambulance service directly on 999, the code for an outside line is 9. You can also call MASH on 03001261000 and make a telephone referral, you will subsequently be required to put this in writing.

Non emergencies
If there is no immediate danger or if you need advice, contact the Northamptonshire Multi-Agency Safeguarding Hub (MASH):

- Telephone: 0300 126 1000
- Email: MASH@northamptonshire.gcsx.gov.uk

If there is no immediate danger, you will need to establish the level of need and risk before you take action. Thresholds and Pathways will help you to do this.

If you need advice about the levels of need and whether to make a referral, please contact the Multi-Agency Safeguarding Hub (MASH).

To make a referral to the MASH please complete the online referral form

7.3 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it;
- Record the concern on the schools electronic recording system, **My Concern.** My concern documents all records of concerns and referrals. The system keeps a chronology of all entries made.

7.4 If you discover that FGM has taken place or a learner is at risk of FGM

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

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

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

Any teacher who discovers that an act of FGM appears to have been carried out on a learner under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

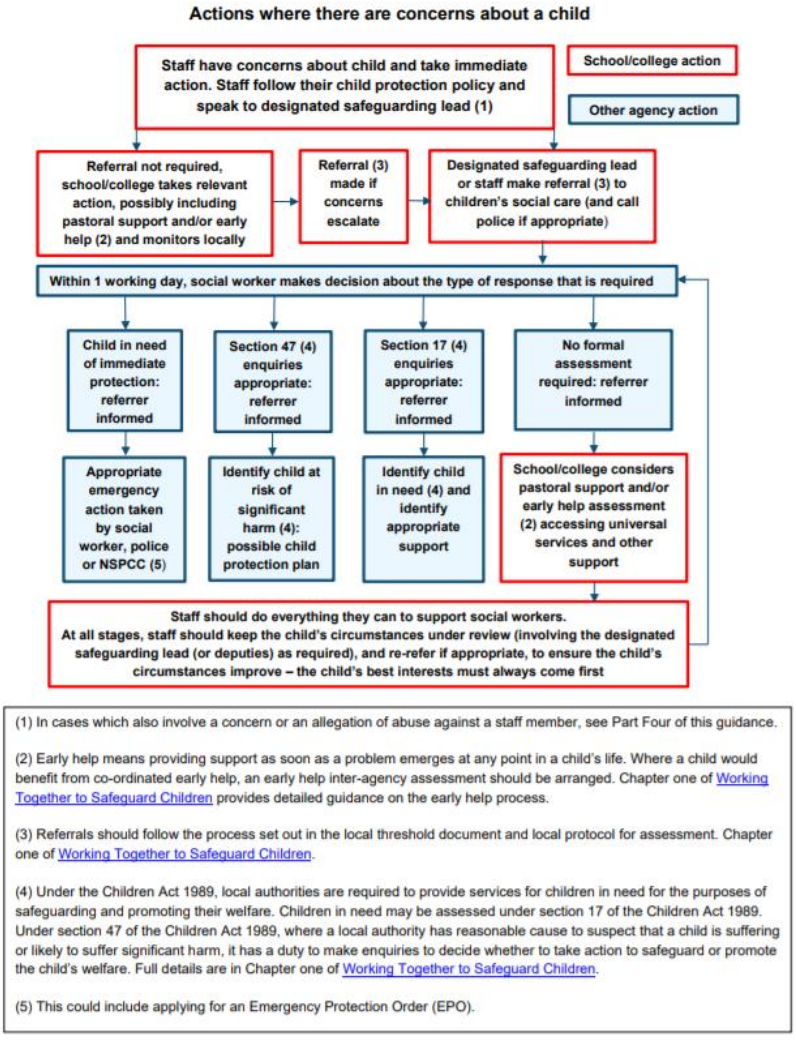
Any other member of staff who discovers that an act of FGM appears to have been carried out on a learner under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

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

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger. Where possible, speak to the DSL first to agree a course of action. All concerns must be completed using the electronic software 'My Concern'. You can also contact the charity NSPCC on 0800 800 50000 if you need advice on the appropriate action.

Figure 1



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

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

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

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

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

7.6 Early Help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

7.7 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.8 If you have a concern about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate.

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

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

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

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

7.9 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The principal/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or chair of governors, in the case of a concern about the principal) will also inform the designated officer for the local authority.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.10 Allegations of abuse made against other learners (peer on peer abuse)

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

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

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

If a learner makes an allegation of abuse against another learner:

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

We will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring learners know they can talk to staff confidentially by notifying their class/form tutor or a member of the well-being team;
- ensuring staff are trained to understand that a learner harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Please refer to appendix 4 for how to deal with peer on peer abuse.

8. Notifying Parents

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

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

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

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

9. Mobile phones

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when learners are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with learners.

Staff will not take pictures or recordings of learners on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

In order to protect learners the school will:

- Seek parental consent for photographs and names to be taken/published e.g. website, newsletter twitter etc.
- Use of mobile phones and cameras by parents and visitors is prohibited unless permission has been authorised by the principal;
- Ensure learners are appropriately dressed;
- Encourage leaners to inform a member of staff if they are worried about any photographs that are taken of them;
- The use of cameras and integrated device cameras in the school, and on educational trips, by staff is prohibited unless they are using a school registered device for educational purposes.

10. Complaints and concerns around safeguarding practices

10.1 Complaints against staff

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

10.2 Other complaints

For any other complaints not related to safeguarding, the schools Complaints Policy will be followed.

10.3 Whistle Blowing

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct / Whistleblowing policy statement.

- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the principal, vice principal or a member of the safeguarding team. Should concerns be about the principal and/or the designated lead, the chair of governors should be contacted; any member of the senior leadership team will provide details. Should you have any concerns about this process, you can still contact the Local Authorities Designated Officer directly. Staff can also contact the NSPCC Whistleblowing line 0800 028 0285 help@nspcc.org.uk

We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a learner, or if there is a reason to believe this has happened.

- If the school is unsure about a specific issue, the school will contact Northamptonshire Safeguarding Children Board and follow guidance.

11. Safer Recruitment

The School will have regard for '*Keeping Children Safe in Education (2018), Part three: Safer recruitment'* and ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by a learner as a safe and trustworthy adult including temporary staff, volunteers, Governors and Directors and staff employed by contractors.

The School's safer recruitment procedures are designed to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Inviting applications:

- Advertisements for posts will include the statement: "The school is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff to share this commitment.'
- Full employment checks and an enhanced Disclosure and Barring Service Check are required for all posts.
- A copy of the School's safeguarding policy will be included in online external advertisements and on the School's recruitment page of the website.

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification containing the School's commitment to safeguarding;
- information about the School;
- the School's safeguarding policy;
- the selection procedure for the post;
- an application form which will include a safeguarding statement .

To comply with safer recruitment practice all applicants will:

- complete an application form which includes their employment history;
- provide two referees, one must be the current or most recent employer, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations, as appropriate to their role;
- provide evidence of their right to work in the UK;
- be interviewed by a panel of at least one school leaders/Governors
- allow the School to verify the candidate's mental and physical fitness to carry out their work responsibilities.

The School will ensure that:

- at least one member of staff of each recruitment panel (or volunteer appointment process) will have attended safer recruitment training;
- all new members of staff and volunteers will undergo an induction that includes familiarisation with the School's Safeguarding / Child Protection Policy, Staff Code of Conduct, other issues as in section 16 of this Policy and identification of their child protection training needs;
- written confirmation is obtained from supply agencies, stating that they have satisfactorily undertaken all appropriate checks that the school would have undertaken if they were employing the individual directly;
- a single central record of completed recruitment checks is maintained.

Volunteers will undergo checks commensurate with their work in the school and contact with learners. All Governors and Directors will undertake DBS checks.

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.

The School will check the identity of all contractors working on site and request DBS checks where appropriate.

For more information refer to appendix 2 – Safer recruitment and DBS check – policy and procedures.

12. Record Keeping

In relation to maintaining child protection records, the school used My Concern software to record and manage safeguarding concerns. Where paper records are kept the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- when a learner moves, ensure all relevant child protection records are sent separate from the general learner files and directly to the Designated Safeguarding Lead of the receiving school, college or other education establishment.

Child protection information will be stored and handled in line with Data Protection Act principles.

The Data Protection Act does not prevent school staff from sharing information with the relevant agencies, where that information may help to protect a child.

13. Training

13.1 All staff

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

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

13.2 The DSL

All DSL's will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

13.3 Governors

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

13.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for

Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

13.5 Staff who have contact with learners and families

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

14. Links with other policies

This policy is one of a series in the school's integrated safeguarding portfolio. Other policies related to safeguarding include:

- staff code of conduct;
- whistle blowing policy;
- behaviour policy;
- health and safety policy;
- anti-bullying policy;
- E-safety policy;
- complaints policy and procedures;
- intimate care policy.

15. Monitoring Arrangements

This policy will be reviewed **annually** by the Senior DSL. At every review, it will be approved by the full governing board.

Appendices 1-3 are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of abuse

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

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

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

Emotional abuse may involve:

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

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

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

Appendix 2: Safer recruitment and DBS checks – policy and procedures

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

1 **Introduction**

The purpose of this policy is to set out the minimum requirements of our recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

2 Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools – notably Principals (Headteacher) and Vice Principals (Deputies). These requirements change from time-to-time and must be met.

3 Identification of Recruiters

The school is committed to have at least one member of the selection team successfully trained in safe recruitment procedures.

4 Inviting Applications

- Advertisements for posts will include the statement:"The school is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff to share this commitment.'
- Full employment checks and an enhanced Disclosure and Barring Service Check are required for all posts.
- A copy of the school's safeguarding policy will be included in online external advertisements and on the school's recruitment page of the website.

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification containing the school's commitment to safeguarding;
- information about the school;
- the school's safeguarding policy;
- the selection procedure for the post;
- an application form which will include a safeguarding statement similar to: "The school is committed to safeguarding children and young people. Full employment checks will be undertaken. The law requires this position to have an enhanced criminal background check, to protect children and vulnerable adults. The position is exempt from the Rehabilitation of Offenders Act of 1974 so, if you are shortlisted for interview, you will be asked to declare details of any criminal record, even convictions that are 'spent' according to the Act. If your application is taken further, this information will then be checked against Disclosure and Barring Service (DBS) files. You will be provided with full information at each stage."
- All prospective applicants must complete, in full, an application form.

5 Shortlisting and References

- Short-listing of candidates will be against the person specification for the post.
- Where possible, references will be taken up before the interview stage, so that any discrepancies can be probed during the selection stage.
- References will be sought directly from the referee of short-listed candidates. References or testimonials provided by the candidate will never be accepted.
- Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

- Where necessary, previous employers with the approval of the applicant, who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Referees will always be asked specific questions about:
    - the candidate's suitability for working with children and young people;
    - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
    - the candidate's suitability for this post.
    - knowledge of any reasons why the person should not be employed in a school.

School employees are entitled to see and receive, if requested, copies of their employment references.

6 The Selection Process

- Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies for contracted staff will require an interview of short-listed candidates.
- One member of the interview panel must have received 'Safer Recruitment' Training.
- Candidates will always be required:
    - to explain satisfactorily any gaps in employment;
    - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
    - to declare any information that is likely to appear on a DBS disclosure;
    - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

7 Pre-Employment Checks

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks.

The school will:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website. If the person has lived or worked outside the UK, make any further checks the school consider appropriate;
- request a 'Certificate of Good Conduct' (or equivalent) from any country in which the successful applicant has lived or worked for six months or more since the age of 16. If this cannot be secured employment will be subject to a risk assessment carried out by the Principal;
- request details for two referees; one must be the current or most recent employer;
- check for a prohibition of teaching, where appropriate;
- ask the candidate to sign a disqualification of the childcare act;
- verify professional qualifications, as appropriate;
- check that a person taking up a management position as described at paragraph 111 of Keeping Children Safe in Education 2018 is not subject to a section 128 direction made by the Secretary of State.

8 Induction

- All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.
- Regular meetings will be held during the first 3 (or 6 in the case of support staff) months of employment between the new employee(s) and the appropriate manager(s).
- A probationary period may be required to be served dependent upon prior experience and the post.

Regulated activity means a person who will be:

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

Existing staff

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

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

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

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

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

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

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

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

Trainee/student teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

- All trustees and governors will have an enhanced DBS check without barred list information and section 128 check
- They will have an enhanced DBS check with barred list information if working in regulated activity.

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

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

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise learners on work experience

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

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

Learners staying with host families

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

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

Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the principal (or chair of governors where the principal is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social

care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. For additional support member of staff can also contact their trade union or Employee Assist for further advice and/or support.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the principal, or other appropriate person in the case of an allegation against the principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: Specific safeguarding issues

Children missing from education

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

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

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

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

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

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

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ensure they are supervised by a member of staff
- Contact the named guardians, as provided by the parent/guardian on enrolment
- If the school is unable to make contact with a listed parent/guardian before 17.00 the school will contact Northampton safeguarding children board for further advice.
- The same procedure will apply to our wrap around care provision if a learner is not collected by 19.00

Missing pupils

The school will follow NCC's official guidance when a learner is deemed missing from school. https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/children.aspx

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Where a learner 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 should make an immediate referral to Northamptonshire's Children Missing Education (CME) Service.

Reasonable steps include:

- telephone calls to all known contacts;

- 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 learner/family;
- all contacts and outcomes to be recorded on the learner's file.

If this also fails to establish the learner's whereabouts, the school will be informed to remove the learner from roll.

If the CME Service is able to contact the learner and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the learner has registered at another school, the School will delete the child's name from the roll and transfer the child'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 receipt secured.

Procedure to follow in the event of the parent failing to collect a learner. This is dependent on the age of the learner and whether this is unexpected. In the first instance, the school will make contact with the parents. If contact cannot be raised with any known contacts and an hour has passed from the normal collection time then contact will be made with MASH for advice.

If parents arrive late to collect the learner and this becomes a regular occurrence, then parents should be invited in for a meeting with the Phase Lead and the DSL.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

FGM

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

Section 7.4 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSL will:

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

Breast Ironing

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

Honour Based Violence

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.
Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results. – in particular for previously motivated pupil/student.

• decline in physical presentation or demeanour

Lesbian, Gay, Bisexual and Transgender (LGBT)
We believe that respect for ourselves and others is a fundamental right and responsibility of/for all. We will always challenge inappropriate language or behaviour and never ignore 'banter'.
It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Wootton Park School

Sexual Images (sexting)

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed

- Person/learner under 18 creates a sexual image of themselves and shares it with another person under 18
- Person/learner under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/learner under 18 is in possession of sexual imagery created by another person under 18
- All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:
- naked learner
- topless girl
- image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- refer to the designated safeguarding lead or a member of the team
- DSL/member of team/HOY meets with the pupil involved
- do not view the image unless it is unavoidable
- discuss with parents, unless there is an issue where that's not possible
- If there is a concern that the pupil is at risk of harm, we will contact social care and/or the police
- We will always refer to the police or social care if incident involves:
- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Viewing sexual images

If it is felt necessary to view, discuss with DSL or our principal first

- Never copy, print, or share the image, unless asked to do so by the Police
- View with another member of the safeguarding team present

- Record the fact that the images were viewed along with reasons and who was present
- Deleting images (from devices and social media)

If as a school we decide that involving other agencies is not necessary, images will be deleted

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

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

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

Checking the identity and suitability of visitors

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

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

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

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

Appendix 5: A guide on how to recognise and deal with Peer on Peer abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- *An Imbalance of Power:* Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- *Repetition:* Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for

those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the learner(s) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the learner and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a learner labelled. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps. If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take. It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then parents will be informed as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. In all circumstances where the risk of harm to the learner is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person. The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the learner involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following).

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?
Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the learner's own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person? In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition
Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps
Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the learner who has been harmed
What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the learner who has displayed harmful behaviour
In this circumstance it is important to find out why the learner has behaved in such a way. It may be that the learner is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the learner has been met, it is important that the learner receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this learner cannot be educated on site until the investigation has concluded. In which case, the learner will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the learner and the risks towards others

are measured by all of those agencies involved including the learner and their parents. This may mean additional supervision of the learner or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the learner to reflect on their behaviour.

After care

It is important that following the incident the learner involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the learners do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way. Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff. This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. It is important that signposting is available to young people in the event that they don’t feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse. Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop ‘rules of acceptable behaviour’ will go far in helping to create a positive ethos in school and one where a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.