



THE HOLMEWOOD  
SCHOOL

## **Safeguarding Policy September 2022**

### **Table of Contents**

**Introduction & Statement of Intent and Equality**

**Key Changes for September 2022**

**Section 1 : Definitions**

**Section 2 : Legal framework**

**Section 3 : Roles and responsibilities**

**Section 4 : Multi-agency working**

**Section 5 : Abuse and neglect**

**Section 6 : Preventing radicalisation**

**Section 7: Alternative provision & Elective Home Education (EHE)**

**Section 8 : Work experience**

**Section 9 : Homestay exchange visits**

**Section 10 : Looked After Children, Previously Looked After Children and private fostering**

**Section 11 : Concerns about a pupil**

**Section 12 : Early help**

**Section 13 : Managing referrals**

**Section 14: Concerns about staff members and safeguarding practices**

**Section 15 : Dealing with allegations of abuse against staff**

**Section 16 : Allegations of abuse against other pupils (peer-on-peer abuse)**

**Section 17 : Communication and confidentiality**

**Section 18 : Online safety**

**Section 19 : Mobile phone and camera safety**

**Section 20 : Sports clubs and extracurricular activities**

<b>Section 21 : Safer recruitment</b>
<b>Section 22 : Single central record (SCR)</b>
<b>Section 23 : Staff suitability</b>
<b>Section 24 : Training</b>
<b>Section 25 : Use of Reasonable Force</b>
<b>Section 26 : Monitoring and Review</b>
<b>Section 27 School Procedures and Safeguarding Reporting Process and record keeping</b>
<b>Section 28 General Guidance &amp; Good Practice</b>
<b>Section 29 Contacts and Advice</b>
<b>Section 30 Inspection</b>
<b>Appendix 1 : Types of abuse and neglect</b>
<b>Appendix 2 : FGM</b>
<b>Appendix 3 : Forced marriage</b>
<b>Appendix 4 : Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)</b>
<b>Appendix 5 : Homelessness</b>
<b>Appendix 6 : County lines criminal activity</b>
<b>Appendix 7 : Serious violence</b>
<b>Appendix 8 : Pupils with family members in prison</b>
<b>Appendix 9 : Pupils required to give evidence in court</b>
<b>Appendix 10 : Pupils with a Social Worker</b>
<b>Appendix 11. Domestic Abuse</b>
<b>Appendix 12 : A child missing from education</b>
<b>Appendix 13 : Pupils with SEND and Pupils with Mental Health Problems</b>
<b>Appendix 14 : Upskirting and Sexting</b>
<b>Appendix 15 : Further Details on Information Sharing</b>
<b>Appendix 16: Managing Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers.</b>
<b>Appendix 17: Honour Based Abuse</b>
<b>Appendix 18: Modern Slavery</b>

## Appendix 19: Cybercrime

### Introduction

#### Statement of Intent and Equality

The Holmewood School London (THSL), is a school for 7 -19-year-olds with high-functioning autistic spectrum disorder (ASD), Asperger's Syndrome, and other language, communication and social difficulties (referred to throughout this document as ASD). All of the students at the school have an education, health and care plan (EHCP).

The Holmewood School is committed to safeguarding and promoting the welfare, both physical and emotional, and preventing the impairment of children's mental and physical health or development, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

**As a school, we are acutely aware that our students are more vulnerable to all types of abuse as a result of their primary diagnosis of autism.**

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

It will be achieved by:

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

#### Equality statement

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

We give special consideration to children who:

Have special educational needs (SEN) or disabilities

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation  
Are asylum seekers  
Are at risk due to either their own or a family member's mental health needs  
Are looked after or previously looked after

The lead DSLs are: **Andy Lamb** - Upper School & **Naj D'Silva** - Lower School. In the absence of the DSL, Child Protection matters will be dealt with by other members of the Safeguarding Team who are all additional DSLs (**Lisa Camilleri, Bridget Young, Irena Lempaszek, Jack Gibbs and Tara Young, Simon Hardwick.**)

The designated teacher for Looked After Children is Irena Lempaszek, Head of Welfare and Behaviour.

### Key Changes for September 2022

The following key changes are introduced here and will be incorporated in the main body of the policy at the next review or when further guidance is brought out.

We are compliant with all new guidance and have disseminated all changes and clarifications to all staff.

#### **Advice on sexual violence and sexual harassment:**

The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping children safe in education 2022. As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout the updated guidance.

#### **Disclosures:**

The updated guidance includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused.

#### **Domestic abuse:**

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

#### **Training for governors and trustees:**

New content emphasises that governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.

### **Human rights legislation:**

The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

### **Equality legislation:**

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. It also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

### **Online safety:**

Additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online.

Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

### **Virtual school head:**

Guidance has been updated to reflect the extension of the role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

### **LGBTQ+ pupils:**

Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

### **Applications:**

Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.

### **Checks:**

Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.

### **Learning lessons:**

Updates make it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

### **Low level concerns:**

Information has been updated to make it clear that a low level concerns policy should contain a clear procedure for confidentially sharing concerns. The school can decide whether concerns are initially shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the headteacher/principal. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.

Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

### **Child-on-child sexual violence and sexual harassment:**

This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools and colleges advice. It also provides new information, emphasising:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

### **Annexes:**

Annex B, which provides additional information about specific forms of abuse and safeguarding issues, has been updated to move most of the content on peer-on-peer/child-on-child abuse and sexual violence and harassment into the main body of the guidance.

Annex C, which looks at the role of the Designated Safeguarding Lead (DSL), now includes much of the detail previously including in Part two.

Annex F sets out substantive changes made by the new guidance.

## **Section 1 : Definitions**

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

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

Children includes everyone under the age of 18.

For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:

Using sexually explicit words and phrases

Inappropriate touching

Sexual violence or threats

Full penetrative sex with other children or adults

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

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

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

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

## Section 2 : Legal framework

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

Sexual Offences Act 2003

The General Data Protection Regulation (GDPR)

Data Protection Act 2018

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Voyeurism (Offences) Act 2019

### **Statutory guidance**

HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'

DfE (2018) 'Working Together to Safeguard Children'

DfE (2015) 'The Prevent duty'

DfE (2021) 'Keeping children safe in education'

DfE (2018) 'Disqualification under the Childcare Act 2006'

### **Non-statutory guidance**

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2018) 'Information sharing'

DfE (2017) 'Child sexual exploitation'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Other relevant school policies include:

Allegations of Abuse Against Staff Policy

Behaviour Policy

Staff Code of Conduct

Data Protection Policy

Whistleblowing Policy

Anti-Bullying Policy

E-Safety Policy

Personal Electronic Devices Policy

Data Protection Policy

## **Section 3 : Roles and responsibilities**

Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.



Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

These policies should include individual schools and colleges having:

- an effective child protection policy which:
  - reflects the whole school/college approach to child on child abuse
  - reflects reporting systems as set out at paragraph 83 of KCSIE 2021
  - describe procedures which are in accordance with government guidance;
  - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
  - includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 126 in KCSIE2021), and special educational needs and disabilities (SEND) (see paragraphs 185-187 KCSIE2021);
  - where appropriate, reflects serious violence. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance;
    - is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
    - is available publicly either via the school or college website or by other means.
- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a code of conduct which should, amongst other things, include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions

The **Board of Directors** has a duty to:

Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.

Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.

Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.

Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.

Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.

Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.

Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.

Ensure that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.

Ensure that there is a senior board level lead responsible for safeguarding arrangements.

Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.

Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).

Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Adhere to statutory responsibilities by conducting pre employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.

Ensure that volunteers are appropriately supervised.

Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

Certify that there are procedures in place to handle allegations against members of staff or volunteers.

Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Ensure that there are procedures in place to handle pupils' allegations against other pupils.

Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.

Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.

Ensure that there are systems in place for pupils to express their views and give feedback.

Establish an early help procedure and ensure all staff understand the procedure and their role in it.

Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.

Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.

Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.

Ensure that all members of the governing board have been subject to an enhanced DBS check.

Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors

should ensure appropriate filters and appropriate monitoring systems are in place. Further information on this can be found in Annex C of KCSIE.

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety (paragraph 114) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 119), that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards<sup>31</sup> which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020.

Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

The statutory guidance can be found here:

Statutory guidance:

relationships education relationships and sex education (RSE) and health education.

Colleges may cover relevant issues through tutorials.

The following resources may help schools and colleges:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)<sup>27</sup> guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

Governing bodies and proprietors should ensure there are procedures in place (as described in paragraph 56 of KCSIE) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four of KCSIE 2021.

Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

**The headteacher has a duty to:**

Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, **Behavioural Policy**, the **Children Missing from Education Policy**, online safety training, and the identity of the DSL and any deputies.

**The role of the DSO and Deputy DSO is detailed in Annex C of KCSIE 2021**

**The DSL has a duty to:**

Understand and keep up-to-date with local safeguarding arrangements.

Act as the main point of contact with the three safeguarding partners.

Make the necessary child protection referrals to appropriate agencies.

Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.

Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.

Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

Understand the assessment process for providing early help and intervention.

Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.

Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.

Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

Be alert to the specific requirements of children in need, including those with SEND and young carers.

Keep detailed, accurate and secure records of concerns and referrals.

Secure access to resources and attend any relevant training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings.

Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.

Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

Ensure that a pupil's child protection file is copied when transferring to a new school.

Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

Hold the details of the LA personal advisors and liaise with them as necessary.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

**Other staff members have a responsibility to:**

Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Report any concerns to a member of the Safeguarding Team

Provide a safe environment in which pupils can learn.

Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

Maintain an attitude of 'it could happen here' where safeguarding is concerned.

Be aware of the signs of abuse and neglect.

Be aware of the early help process and understand their role in it.

Act as the lead professional in undertaking an early help assessment, where necessary.

Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.

Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.

Support social workers in making decisions about individual children, in collaboration with the DSL.

Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Follow the school's procedure for, and approach to, preventing radicalisation.

Challenge senior leaders over any safeguarding concerns, where necessary.

## Section 4 : Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

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

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

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

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

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

Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

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

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

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

## **Section 5 : Abuse and neglect**

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

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

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

Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age

Lack of concentration and acting withdrawn

Knowledge ahead of their age, e.g. sexual knowledge.

Use of explicit language

Fear of abandonment

Depression and low self-esteem

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

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse.

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

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple



harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

## **Section 6: Preventing radicalisation**

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

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties.

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

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

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

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

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

### **Training**

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

### **Risk indicators of vulnerable pupils**

Indicators of an identity crisis include the following:

Distancing themselves from their cultural/religious heritage

Uncomfortable with their place in society

Indicators of a personal crisis include the following:

Family tensions

A sense of isolation

Low self-esteem

Disassociation from existing friendship groups

Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

Migration

Local community tensions

Events affecting their country or region of origin

Alienation from UK values

A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

Perceptions of injustice

Feelings of failure

Rejection of civic life

Indicators of vulnerability through criminality:

Experiences of dealing with the police

Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

Does the pupil have access to extremist influences?

Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?

Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?

Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?

Does the pupil sympathise with or support illegal/illicit groups?

Does the pupil support groups with links to extremist activity?

Has the pupil encountered peer, social, family or faith group rejection?

Is there evidence of extremist ideological, political or religious influence on the pupil?

Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?

Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?

Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?

Does the pupil vocally support terrorist attacks, either verbally or in their written work?

Has the pupil witnessed or been the victim of racial or religious hate crimes?

Is there a pattern of regular or extended travel within the UK?

Has the pupil travelled for extended periods of time to international locations?

Has the pupil employed any methods to disguise their identity?

Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

Does the pupil display a lack of affinity or understanding for others?

Is the pupil the victim of social isolation?

Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?

Does the pupil have insecure, conflicted or absent family relationships?

Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

In contact with extremist recruiters.

Articulating support for extremist causes or leaders.

Accessing extremist websites.

Possessing extremist literature.

Using extremist narratives and a global ideology to explain personal disadvantage.

Justifying the use of violence to solve societal issues.

Joining extremist organisations.

Making significant changes to their appearance and/or behaviour.

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

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

### **Channel programme**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

### **Extremist speakers**

The school will prevent speakers who may promote extremist views from using the school premises.

### **Building children's resilience**

The school will:

Provide a safe environment for debating controversial issues.

Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.

Allow pupils time to explore sensitive and controversial issues.

Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.

Teach pupils about how democracy, government and law making/enforcement occur.

Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

The school will utilise the following resources when preventing radicalisation:

Local safeguarding arrangements - MASH

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The [Educate Against Hate](#) website

## **Section 7 : Alternative provision & Elective Home Education EHE**

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

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

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.

## **Section 8 : Work experience**

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

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

## **Section 9 : Homestay exchange visits**

### **School-arranged homestays in UK**

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

### **School-arranged homestays abroad**

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

### **Privately arranged homestays**

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

## **Section 10 : Looked After Children and Previously Looked After Children & Private fostering**

### **Looked After Children and Previously Looked After Children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads

The DSL will take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

### **Private Fostering**

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

## **Section 11 : Concerns about a pupil**

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

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

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

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

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

Concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded on MyConcern.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

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

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

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

## **Section 12: Early help**

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

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

Have SEND (whether or not they have a statutory EHC plan).

Are young carers.

Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

Are frequently missing/going missing from care or from home.

Misuse drugs or alcohol.

Are at risk of modern slavery, trafficking or exploitation.

Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.

Are returned home to their family from care.

Show early signs of abuse and/or neglect.

Are at risk of being radicalised or exploited.

Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

### **Section 13 : Managing referrals**

All staff members, including volunteers and temporary staff, will report any concerns regarding pupil welfare to the DSL. Anyone can make a referral to MASH and should do so if they believe it is necessary.

All referrals to MASH (or the equivalent body in different LAs) must be on the relevant form available either on the website or on-demand.

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

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

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

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

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

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

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

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

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

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

### **Section 14 : Concerns about staff members and safeguarding practices including supply teachers and volunteers**



If a staff member has concerns about another member of staff (including a supply teacher or volunteer), it must be raised with the headteacher immediately.

If the concern is with regards to the headteacher, it will be referred to the Board of Directors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.

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

Any allegations of abuse made against staff members will be dealt with in accordance with the school's **Allegations of Abuse Against Staff Policy**.

### **Dealing with allegations of abuse against staff**

All allegations will be dealt with in line with the school's **Allegations of Abuse Against Staff Policy**, a copy of which will be provided to, and understood by, all staff.

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA (Teacher Regulation Agency) for consideration for a prohibition order. This includes substantiated allegations against volunteers and supply teachers

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

### **Supply Staff**

In some cases the school may have to consider an allegation against someone not directly employed, where usual disciplinary procedures don't fully apply, like supply staff provided by an agency

Allegations must be dealt with properly, and the school will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome

The Headteacher should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation

Agencies should be fully involved and co-operate in any enquiries, but the school will usually take the lead as the agency won't be able to collect the necessary information

The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account

When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies.

## **Section 15 : Dealing with allegations of abuse against staff**

All allegations will be dealt with in line with the school's **Allegations of Abuse Against Staff Policy**, a copy of which will be provided to, and understood by, all staff.

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA (Teacher Regulation Agency) for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## **Section 16 : Allegations of abuse against other pupils (peer-on-peer abuse)**

We maintain a zero tolerance approach to sexual violence and sexual harassment.

All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's or college's policy and procedures with regard to child on child abuse.

Governing bodies and proprietors should ensure that their child protection policy includes:

procedures to minimise the risk of child on child abuse;

how allegations of child on child abuse will be recorded, investigated and dealt with;

clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;

- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying); or abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment.
  - the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy should include the school or college's approach to it.

The Department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nude and semi-nude being shared;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals

### **Sexual harassment**

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

Sexual comments.

Sexual "jokes" and taunting.

Physical behaviour, such as deliberately brushing against another pupil.

Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

### **Sexual violence**

Sexual violence refers to the three following offences:

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

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

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

Harmful sexual behaviours

The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

Using sexually explicit words and phrases.

Inappropriate touching.

Sexual violence or threats.

Full penetrative sex with other children or adults.

Sexual interest in adults or children of very different ages to their own.

Forceful or aggressive sexual behaviour.

Compulsive habits.

Sexual behaviour affecting progress and achievement.

Using sexually explicit words and phrases.

Inappropriate touching.

Sexual violence or threats.

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

### **A preventative approach**

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

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

Healthy relationships

Respectful behaviour

Gender roles, stereotyping and equality

Body confidence and self-esteem

Prejudiced behaviour

That sexual violence and sexual harassment is always wrong

Addressing cultures of sexual harassment

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

### **Awareness**

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  - sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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

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

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

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

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

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

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

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

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

### **Support available if a crime may have been committed**

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

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

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

### **Support available if reports include online behaviour**

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

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

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

## **Managing disclosures**

The school's or college's initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

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

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

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

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

Never promising confidentiality at the initial stage.

Only sharing the report with those necessary for its progression.

Explaining to the victim what the next steps will be and who the report will be passed to.

Recognising that the person the child chose to disclose the information to is in a position of trust.

Being clear about boundaries and how the report will be progressed.

Not asking leading questions and only prompting the child with open questions.

Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.

Only recording the facts as the child presents them – not the opinions of the note taker.

Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.

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

Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

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

## **Confidentiality**

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

The DSL will consider the following when making confidentiality decisions:

Parents will be informed unless it will place the victim at greater risk.

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

Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

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

### **Anonymity**

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

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

### **Risk assessment**

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

Risk assessments will consider:

The victim.

The alleged perpetrator.

Other children at the school, especially any actions that are appropriate to protect them.

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

### **Taking action following a disclosure**

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

The victim's wishes.

The nature of the incident.

The ages and developmental stages of the children involved.

Any power imbalance between the children.

Whether the incident is a one-off or part of a pattern.

Any ongoing risks.

Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.

The best interests of the child.

That sexual violence and sexual harassment are always unacceptable and will not be tolerated.



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

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

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

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

### **Managing the report**

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

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

Managing internally

Providing early help

Referring to MASH

Reporting to the police

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

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

A child under the age of 13 can never consent to sexual activity.

The age of consent is 16.

Sexual intercourse without consent is rape.

Rape, assault by penetration and sexual assault are defined in law.

Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing internally**

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

### **Providing early help**

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

### **Referral to MASH**

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

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

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

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

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

### **Reporting to the police**

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

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

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

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

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

### **Bail conditions**

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

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

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

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

### **Managing delays in the criminal justice system**

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

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

### **The end of the criminal process**

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

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

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

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

#### **Ongoing support for the victim**

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

The terminology the school uses to describe the victim

The age and developmental stage of the victim

The needs and wishes of the victim

Whether the victim wishes to continue in their normal routine

The victim will not be made to feel ashamed about making a report

What a proportionate response looks like

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

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

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

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

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

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

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

#### Ongoing support for the alleged perpetrator

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

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

The balance of safeguarding the victim and providing the alleged perpetrator with education and support.

The reasons why the alleged perpetrator may have abused the victim – and the support necessary.

Their age and developmental stage.

What a proportionate response looks like.

Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

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

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

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

#### Disciplining the alleged perpetrator

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

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

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

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

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

#### Shared classes

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

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

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

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

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

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

### **Working with parents and carers**

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

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

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

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

### **Safeguarding other children**

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

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

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

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

### **Unsubstantiated, unfounded, false or malicious reports**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

## **Safeguarding and Supporting the victim**

Detailed guidance on Safeguarding and supporting the victim can be found in section 455-462 of KCSIE2021.

DEtails of further guidance and advice available to schools can also be found in KCSIE 2021 Section 463

### **Section 17: Communication and confidentiality**

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

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

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

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

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

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

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

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

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

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

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

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

External agencies will be invited to these discussions where necessary.

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

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

## **Section 18 : Online safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Online safety and the school or college's approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school

or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

At The Holmewood School we operate a filtering system called Smoothwall which reports directly to the DSO. All concerns are followed up and recorded.

## **Section 19 : Mobile phone and camera safety**

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

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

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

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

Staff will use their professional judgement in emergency situations.

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

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

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

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

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

The school will adhere to the terms of the **E-Safety Policy** at all times.



Photographs and videos of pupils will have regard to consent and adhering to the school's **Data Protection Policy**.

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

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

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

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

## **Section 20 : Sports clubs and extracurricular activities**

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

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

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

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

Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## Section 21 : Safer recruitment

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All Schools and colleges must:

- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available.
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children). Note that when using the DBS update service you still need to obtain the original physical certificate
- obtain a separate children's barred list check if an individual will start work in regulated activity with children 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, including EU nationals.
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

In addition:

- independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 237 in KSCIE 2021 is not subject to a section 128 direction made by the Secretary of State;
- all schools must ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State (see paragraph 234 of KSCIE 2021 for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE (see paragraph 236 of KSCIE 2021), before its abolition in March 2012;
- before employing a person to carry out teaching work in relation to children, colleges must take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State.
- all schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- which brought the person regularly into contact with children; or
- to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons; or
- in another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

For a college there is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked in:

a school in England in a position which brought him or her regularly into contact with children aged under 18; or

another institution within the further education sector in England, or in a 16 to 19 academy, in a position which involved the provision of education and caring for, training, supervising or being solely in charge of persons aged under 18.

Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above, schools or colleges may still choose to request one to ensure they have up to date information. However, schools and colleges must still carry out all other relevant pre-appointment checks (as listed at 213), including where the individual is engaging in regulated activity with children, a children's barred list check (see para 242 of KSCIE 2021 on how to carry out a barred list check).

Separate barred list checks must only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as per paragraph 213 have been carried out).

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

Are responsible on a daily basis for the care or supervision of children.

Regularly work in the school at times when children are on the premises.

Regularly come into contact with children under 18 years of age.

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

## **Pre-employment checks**

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

-Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.

-Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

-Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.

-Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.

-Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

-Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.

-If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

-From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states.

-Schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

Further information can be found in DfE Guidance: Recruit teachers from overseas

Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

Confirming that an individual taking up a management position is not subject to a section 128 direction.

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

## **Those who have lived or worked outside of the UK**

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

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 213 of KCSIE 2021). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach

### **Barred list check**

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

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

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

### **References**

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

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

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

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

Open testimonials will not be considered.

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

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

### **Volunteers**

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

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

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

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

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

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

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

### **Associate members**

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

### **Contractors**

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

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

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

### **Data retention**

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

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

### **Referral to the DBS**

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

### **Ongoing suitability**

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

### **Section 128 Checks**

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or,
- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

Schools and colleges can use the TRA's Employer Access service to make prohibition, direction, restriction, and children's barred list checks.

### **Section 22 : Single central record (SCR)**

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

All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

An identity check

A barred list check

An enhanced DBS check

A prohibition from teaching check

A section 128 check

A check of professional qualifications

A check to determine the individual's right to work in the UK

Additional checks for those who have lived or worked outside of the UK

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

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

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

## Section 23 : Staff suitability

**[This section is only for schools providing education to pupils under the age of eight. Secondary schools should not use this section or the form provided in Annex A.]**

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

A person may be disqualified if they:

Have certain orders or other restrictions placed upon them.

Have committed certain offences.

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

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

## Section 24: Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated and/or whenever there is a change in legislation.

The induction training will cover:

The Child Protection and Safeguarding Policy

The Behavioural Policy

The Staff Code of Conduct

The safeguarding response to children who go missing from education

The identity of the DSL and any deputies

The role of the DSL and deputy DSLs

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

Training will cover, at a minimum:

The issues surrounding sexual violence and sexual harassment.

Contextual safeguarding.

How to keep previously LAC safe.

Child criminal exploitation and the need to refer cases to the National Referral Mechanism where modern day slavery is suspected.

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



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

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

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

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

## **Section 25 : Use of Reasonable Force**

There are sometimes circumstances when it is appropriate for staff at Holmewood to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' means using 'no more force than is needed'

Most staff at Holmewood are trained and certificated to use the Team Teach approach to de-escalation of challenging behaviour and, when required, to use positive handling to keep our students safe.

The Team Teach approach underlines the importance of using the 'minimum force required for the shortest time'.

We consistently seek to reduce the use of positive handling at Holmewood through our proactive behaviour support systems. Any student who demonstrates challenging behaviour that may require positive handling has an agreed Behaviour Support Plan detailing triggers, behaviours and carefully considered approaches for the individual student.

## **Section 26 : Monitoring and review**

This policy is reviewed annually by the DSL and the headteacher.

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

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

The next scheduled review date for this policy is September 2021.

## **Section 27: School Procedures, Safeguarding Reporting Process and Record Keeping**

- Information about the school Safeguarding Team is distributed to all staff and visitors and clear signs around the school ensure all people know whom to contact.
- The school requires that all staff follow guidelines on Health & Safety. Staff have a duty to ensure all activities are carried out safely with concern for the welfare and health of the children.
- Where reasonably possible, the school holds more than one emergency contact number for each pupil.
- If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Officer or deputy.
- All concerns are recorded on MyConcern.
- In the unlikely scenario of the DSO or deputies being unavailable, staff understand that this should not delay appropriate action being taken.
- In this event, staff would then try to contact any of the Safeguarding team including the named Director via work or personal phones.
- A judgement is made by the DSO on whether to make a formal referral to the local authority's safeguarding board.
- Options include:
  - managing any support for the child internally via the school's own pastoral support or therapeutic services
  - an early help assessment.
  - a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm.
- In some cases the DSO may decide to undertake a Common Assessment Framework (CAF). In this instance there should be a check made with the relevant Local Authority to check whether or not a CAF has already taken place.
- If a referral is made, parents should be informed (ideally beforehand to ensure transparency). However, if there are concerns that informing parents would put the child in danger, then they should not be informed. This would need to be recorded as part of the referral and reasons why should be explained.
- If a child, who is known to be on the Child Protection Register, changes school, the Head Teacher or DSO will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk or who has been placed on the Child Protection Register.
- If a child who is identified as at risk or placed on the Child Protection Register is absent from school, the DSO is made aware and will routinely relay this information to the child's Social Worker.
- In cases where, for whatever reason, a member of staff has concerns about the safety of a child, and cannot contact the DSO they should ring Barnet MASH team:
- Tel: 020 8359 4066

### **Record Keeping:**

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

## **Section 28: General Guidance & Good Practice**

- Staff should be familiar with the Code of Conduct for all staff. They should read and sign it through their induction process.
- All pupils should be treated with respect.
- Respecting the diversity of staff and learners.
- Respecting the freedom of voice in staff and learners.
- Wherever possible we should be involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils.
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Staff are required to set a good example by conducting themselves appropriately.
- Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Staff members should inform the school of any such relationships and associations.
- Staff should not put themselves in positions where their actions could be misinterpreted. In particular, they should avoid favouritism and the giving of presents – although this is permissible on special occasions. When in doubt, staff should check this with their line manager.
- Staff should avoid being alone with a child, where this is necessary staff should try and minimise the time spent alone with a child, and should endeavour to inform another staff member in nearby rooms that they are in fact alone with a child. If they are worried about this, they should discuss it with their line manager or indeed the designated safeguarding officer.
- When a child travels in a car with staff members – which is occasionally necessary -the child should always sit in the back seat and another member of staff should always be present. Staff should ensure that other people are aware that this journey is taking place and preferably parents should be aware and have consented to this.
- Staff should not use mobile phones when working with pupils, unless this need has been identified in risk assessment for a specific activity or in an emergency situation where someone is at immediate risk.
- Physical contact – guidance is outlined in the intimate care policy which should be followed at all times. Appropriate physical contact is not only permissible but is also desirable within the context of a supportive and caring environment. However, staff should always be respectful of cultural expectations and possible misinterpretation of actions – again any doubts should be checked with the line manager. Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid

- Staff should remember that the vast majority of bruises and minor injuries are innocently explained – however, staff should report these as a matter of procedure. The designated officer will be able to contextualise these reports and make an informed decision as to whether to pursue these matters further.
- Some children are, because of their challenging behaviour, sometimes subjected to physical restraint. There are agreed procedures for dealing with this (TEAM TEACH) and all incidents are recorded. Such interventions can sometimes be traumatic for the child concerned and people witnessing them – anyone who is worried about this should approach the Designated Safeguarding Officer for an explanation of the procedures involved.
- Staff should engage and interact with all training and should encourage discussions and questions amongst colleagues.
- Staff should participate in surveys and questionnaires (e.g. via Slack or Google Polls) that ask questions about safeguarding practice and procedures. These are there as ongoing refreshers.
- Staff should support visitors in managing a disclosure and be aware that our pupils may choose to disclose information in non-typical ways due to reduced levels of understanding around social norms. They may also quickly build bonds with visitors and see them as ‘friends’ or ‘confidants’.
- Staff should openly talk about the services of Childline and CEOP to pupils and let them know these are confidential services designed to support them.
- Lessons should promote and enhance resilience in young people.
- Reading and understanding this policy and other documents on wider safeguarding issues, for example bullying, behaviour, intimate care and online-safety.
- Staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments
- Safeguarding should be a regular item at SLT meetings
- The Safeguarding Team should hold regular Safeguarding reviews

### **Poor practice**

Examples of poor practice include:

- Failing to act on early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns where the situation does not improve
- Not sharing information
- Sharing information too slowly
- Failing to challenge those who are not taking action

## **Section 29: Contacts and Advice**

The DSL is: **Andy Lamb** In the absence of the DSL, child protection matters will be dealt with by other members of the Safeguarding Team (**Lisa Camilleri, Bridget Young, Naj D'Silva and Tara Young.**)

The named Director for Safeguarding and the contact for whom concerns about the Headteacher can be taken to is:

**Mr Stephen Aiano, Director, Cavendish Education.**

s.aiano@cavendisheducation.com

Tel: 020 3696 5300

**Barnet's Multi Agency Safeguarding Hub (MASH) details:**

Tel: 020 8359 4066

Email: [mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)

Opening Hours:

9am – 5.15pm Monday to Thursday

9am – 5pm Friday

**Emergency Duty team - 020 8359 2000**

9am to 12.30pm Referrals / Discussions / Advice with Duty Workers

1.30pm to 5pm Emergency Calls Only

**Designated Officer for Local Authority (DO or LADO)**

Shrimatie Bissessar

Tel: 020 8359 4066 (via MASH TEAM)

Emergency Duty Team on **020 8359 2000**.

[Shrimatie.bissessar@barnet.gov.uk](mailto:Shrimatie.bissessar@barnet.gov.uk)

**Virtual School Head Teacher for Looked After Children (LAC)**

Tel: 020 8359 3508.

[virtualschool@barnet.gov.uk](mailto:virtualschool@barnet.gov.uk) (duty email)

**Out of Office Hours Emergency Social Work Service**

Tel: 020 8359 2000 (Including out of hours Child Protection Referrals)

**CAF Team**

Tel: 020 8359 4405/ 4406

**Consultation Line** (9.30am - 11.30am Tuesday and Wednesday) to discuss a case without making a referral

Tel: 020 8359 4336

This number is available for consultation, advice or when you just want to talk over a situation and case names are not required.

**This number is not for referrals.**

**Disabled Children's Team Duty** (9.00am – 4.30pm Monday to Friday) Tel: 020 8359 4246

### **The Barnet Safeguarding Children Partnership Board**

In Barnet, the *Safeguarding Board* has been replaced by *The Barnet Safeguarding Children Partnership Board*

The Barnet Safeguarding Children Partnership Board will now be led by the Leadership Forum which consists of:

- John Hooton - CEO
  - Chris Munday – Strategic Director- Children & Young People
  - Barry Loader – Detective Superintendent, Head of Safeguarding Barnet Brent and Harrow Boroughs
  - Jenny Goodridge – Director of Quality and Clinical Services at Barnet CCG
  - Kay Matthews – Chief Operating Officer - Barnet Clinical Commissioning Group
  - BSCP Business Manager – TBA
- 
- Where the child lives in a different Local Authority the DSO will notify the relevant people within that child's LA.
  - Any report of a staff member putting a child at risk of significant harm should be notified to Barnet's Designated Officer (DO/LADO) Shrimati Bissessar, as the school is in the Local Authority of the London Borough of Barnet.
  - The primary concern in all cases is the immediate safety of the child, and staff should always remember that time is of the essence and prompt action often protects children from harm.

## **Section 30: Inspection**

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under: Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding arrangements. ISI has a published framework which informs how it inspects at Independent Schools Inspectorate.

## **Appendix 1 : Types of abuse and neglect**

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

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

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

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

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

## Appendix 2 : FGM

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

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

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

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

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

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

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

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

The socio-economic position of the family and their level of integration into UK society

Any girl with a mother or sister who has been subjected to FGM

Any girl withdrawn from PSHE

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

When a female family elder is visiting from a country of origin

A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'

A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

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

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

Difficulty walking, sitting or standing

Spending longer than normal in the bathroom or toilet

Spending long periods of time away from a classroom during the day with bladder or menstrual problems

Prolonged or repeated absences from school followed by withdrawal or depression

Reluctance to undergo normal medical examinations

Asking for help, but not being explicit about the problem due to embarrassment or fear

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

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

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

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

### Appendix 3 : Forced marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

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



Becoming anxious, depressed and emotionally withdrawn with low self-esteem

Showing signs of mental health disorders and behaviours such as self-harm or anorexia

Displaying a sudden decline in their educational performance, aspirations or motivation

Regularly being absent from school

Displaying a decline in punctuality

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

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

#### **Appendix 4 : Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;

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

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## **Appendix 5 : Homelessness**

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

Indicators that a family may be at risk of homelessness include the following:

Household debt

Rent arrears

Domestic abuse

Anti-social behaviour

Any mention of a family moving home because “they have to”

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

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

## **Appendix 6 : County lines criminal activity**

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

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

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

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

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

## **Appendix 7 : Serious violence**

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

Increased absence from school

A change in friendships

New relationships with older individuals or groups

A significant decline in academic performance

Signs of self-harm

A significant change in wellbeing

Signs of assault

Unexplained injuries

Unexplained gifts or new possessions

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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

## **Appendix 8 : Pupils with family members in prison**

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

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

#### **Appendix 9 : Pupils required to give evidence in court**

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

**Primary school Age** Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

**Secondary schools Age** Pupils will also be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

#### **Appendix 10 : Pupils with a Social Worker**

Children may need a social worker due to safeguarding or welfare needs.

Children may need this help due to abuse, neglect and complex family circumstances.

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

#### **Appendix 11 : Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

## **Appendix 12 : A child missing from education**

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

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

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

### **Admissions register**

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

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

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

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

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

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

The full name of the parent with whom the pupil will live

The new address

The date from when the pupil will live at that address

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

The name of the new school

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

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

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

Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.

Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.



Have been permanently excluded.

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

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

The full name of the pupil

The full name and address of any parent with whom the pupil lives

At least one telephone number of the parent with whom the pupil lives

The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

The name of the pupil's new school and the pupil's expected start date there, if applicable

The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

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

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

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

## **Appendix 13 : Pupils with SEND and Pupils with Mental Health Problems**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

### **Pupils with SEND**

All students at The Holmewood School have SEND and we are acutely aware that pupils with SEND can face additional safeguarding challenges and understand that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability



Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers

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

### **Pupils with Mental Health Problems**

Pupils with ASD are significantly more vulnerable to Mental Health problems.

Our staff are well trained to recognise concerns and we have therapists on-hand to support and advise.

This refers not only to permanent full time staff but also part time, supply and volunteers who all receive an induction which includes Safeguarding.

Staff are aware of the link between mental health concerns and safeguarding issues and know to report any concerns of this matter to the Safeguarding Team.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and inform the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

### **Children requiring mental health support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See Rise Above for links to all materials and lesson plans.

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme. Training for senior mental health leads will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

#### **Appendix 14 : Upskirting and Sexting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

It is a criminal offence. Anyone of any gender, can be a victim.

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

A “specified purpose” is namely:

Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim’s genitals, buttocks or underwear).

To humiliate, distress or alarm the victim.

“Operating equipment” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school.

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

## **Sexting:**

### **Your responsibilities when responding to an incident**

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

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

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

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)

What further information is required to decide on the best response

Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the imagery is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

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

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101.

## **Appendix 15 : Further Details on Information Sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

## **Appendix 16: Managing allegations of abuse made against teachers, including supply teachers, other staff, volunteers and contractors**

Detailed guidance on managing allegations of abuse made against teachers, including supply teachers, other staff, volunteers and contractors can be found in Part Four of KCSIE 2021.

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

The guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

The guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Schools and colleges as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous

concerns or allegations known to the agency are taken into account by the school during the investigation.

Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers and contractors).

Concerns and allegations that may meet the harms test should be addressed as set out in Section one of Part four of KCSIE2021

'Lower level' concerns and allegations that do not meet the harms test should be addressed as set out in Section two of Part four of this guidance.

There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

## **Appendix 17: Honour Based Abuse**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

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

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a 88 mandatory reporting duty placed on teachers that requires a different approach (see following section)

## **Appendix 18: Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

## **Appendix 19: Cybercrime**

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

Cyber-dependent crimes include;

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests

**See links at end of KCSIE 2021 for additional support and guidance.**