# Safeguarding

# and

# Child Protection Policy

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# 1   INTRODUCTION

1.1   Leighton Park School is fully committed to safeguarding the children and young people in its care and recognises that promoting the welfare of children is the responsibility of everyone that works at the school. In keeping with statutory and related guidance (see 1.7 below) the School ensures that its approach is focused on the child's best interests, recognising that the term 'child' includes all students in the school.

1.2   The School pays particular attention to the guidance provided and inter-agency procedures stipulated by the local children's services of and their designated officers. The three LSCBs of Reading, Wokingham and West Berkshire have worked closely together for many years, with a shared Independent Chair and a number of shared sub-groups. These LSCBs have come together to create the Berkshire West Safeguarding Children Partnership: details may be seen at https://www.berkshirewestccg.nhs.uk/MASA; & Berkshire West Safeguarding Children Partnership

1.3   The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.4   Safeguarding and promoting the welfare of children is defined in KCSIE as 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' These are the fundamental principles to which the school adheres.

1.5   Although everyone within the school community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which students can learn, there are several key members of staff who play an important role as the school's safeguarding team: contact details provided in the table in section 2.1 below.

1.6   The designated safeguarding leader (DSL) and the Deputies (DDSLs) are most likely to have a complete safeguarding picture and are the most appropriate person to advise on the response to safeguarding concerns. However, should the need arise, anyone may refer a safeguarding issue directly to the local authority or to the Police.

1.7   We recognise that all adults working or visiting the school, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.

1.8   The school follows (as appropriate to its work as a day and boarding school) national non-statutory guidelines relating to COVID-19 and remote learning: see appendix 6.

1.9   Key documents which provide the background to this policy:

- Keeping Children Safe in Education September 2020: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf
- Working Together June 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- Prevent Duty Revised April 2019 https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
- Non-statutory guidance relating to the response in schools to COVID-19 https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers
- Statutory guidance relating to Sex and Relationship Education (effective 1 September 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

## 1.10   Definitions

| Safeguarding | Promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, promoting mental and physical health and development, and taking action to enable all children to have the best outcomes. |
|---|---|
| Child Protection | Refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm. |
| Staff | Refers to all those adults working for or on behalf of the school, full time or part time, temporary or permanent including supply staff, in either a paid or voluntary capacity including governors and contractors. |
| Child | Includes everyone under the age of 18 and any vulnerable adult aged 18 and over. |
| Parent | Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, guardians and adoptive parents. |

## 1.11   Disclosures: summary guidance

If a child discloses to you or you suspect abuse:

- Report this immediately to the DSL or in her absence a DDSL.

- Make a clear record of what the child has said to you and give this to the DSL or DDSL.
- Do not ask leading questions and do not promise confidentiality to the child.
- Ensure that the child is safe.
- Do tell the child that you must speak to the DSL or a DDSL.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself
- Do not discuss the issue with colleagues, friends or family unless otherwise directed by the DSL or DDSL
- Be aware that should the need arise you may contact local children's services and/or the Police directly.

### 1.12 Peer-on-peer abuse including sexual harassment or violence

If a child discloses to you or you suspect abuse:

- Report this immediately to the DSL or in her absence a DDSL.
- Make a clear record of what the child has said to you or of the information given to you.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself.

### 1.13 Allegations against staff other than the Head: summary guidance

- Report an allegation immediately to the Head or in his absence the Chair of Governors without informing the person against whom the allegation has been made.
- Be aware that should the need arise you may contact local children's services and/or the Police directly.

### 1.14 Allegations against the Head: summary guidance

- Report this immediately to the Chair of Governors without informing the Head.
- Be aware that should the need arise you may contact local children's services and/or the Police directly.

## 2 CONTACTS

### 2.1 Within School:

| DESIGNATED SENIOR LEAD (DSL) |
| --- |
| Nicky Hardy; Tel: 01189 879 626; nickyhardy@leightonpark.com |
| DEPUTY DESIGNATED LEADS (DDSLs) |
| Eddie Falshaw; Tel: 01189 879 604; edwardfalshaw@lleightonpark.com |
| Mark Simmons; Tel: 01189 79603; marksimmons@leightonpark.com |
| Rachel Pither; Tel: 01189 879 519; rachelpither@leightonpark.com |
| Myles Nash; Tel: 01189 879 578; mylesnash@leightonpark.com |

> HEAD (to whom safeguarding allegations against staff must be referred without informing the member of staff concerned)
>
> Matthew Judd; Tel: 01189 879 602; matthewjudd@leightonpark.com

2.2    Governing Body Contacts

> NOMINATED GOVERNOR FOR CHILD PROTECTION
>
> Jan Digby; Tel: 07960 957 411; jandigby@leightonpark.com
>
> CHAIR OF GOVERNORS (to whom safeguarding allegations against the Head must be referred without informing the head)
>
> David Isherwood: davidisherwood@leightonpark.com

2.3    Local Authority Contacts

> LOCAL AUTHORITY AND OTHER SERVICES:
>
> If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Reading Children's Services via the DST or directly:
>
> 0118 937 3641or email cspoa@brighterfuturesforchildren.org
>
> The designated officer for Reading may be contacted through:
>
> Tel: 0118 937 3555 or 07841 253 871
>
> Email: Jeremy.Curtis@reading.gov.uk
>
> Thames Valley Police Emergency – 999; Thames Valley Police Non-Emergency – 101
>
> The PREVENT Officer for Thames Valley Police (Berks West/ Reading) is Mark Dunford; Tel: 07800 702 319; markdunford@thamesvalley.pnn.police.uk
>
> Alternatively, you may call the NSPCC whistleblowing helpline: Tel: 0800 028 02825
>
> Website: https://www.nspcc.org.uk/what-you-can-do/get-advice-and-support/ and/or ChildLine for advice on 0800 1111

2.4    If there is a **risk of immediate physical or mental harm to a child,** staff should act immediately.

2.6    **Anyone may make a referral to children's services or the police.** Depending on the situation, they should call the LSCB number above or call 999 straight away and/or contact the DSL who may call other relevant agencies, such as children's services. Where appropriate, the DSL will inform parents of this contact/referral: staff should never do this themselves.

2.7    At least one member of the DST should always be available to discuss safeguarding concerns. If the team is absent from school for any reason, contact details of alternative support will be given to all staff via email.

2.8 **Staff should not assume that another colleague or professional will take action.**

2.9 **Whistleblowing:** staff may use the school's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.

2.10 Other contacts

> INSPECTORATES
> Anyone may contact Ofsted or the Independent Schools Inspectorate (ISI) should they believe the school is not acting in a suitable manner with regard to safeguarding:
> Ofsted: 0300 123 466 or email CIE@ofsted.gov.uk
> ISI: 0207 600 0100 or email concerns@isi.net

2.11 Inter-agency procedures

> The procedures contained in this policy apply to all staff and governors and are consistent with locally agreed inter-agency procedures set out by Berkshire West Safeguarding Children Partnership;
>
> **Contact Name:** Esther Blake
>
> **Contact Position:** Strategic Business Manager, Berkshire West Safeguarding Children Partnership
>
> **Telephone:** 0118 937 3269
>
> **E-mail:** esther.blake@BrighterFuturesforChildren.org

## 3 SAFEGUARDING AIMS

3.1 At Leighton Park School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

3.2 To support the child's physical and mental development in ways that will foster security, confidence and independence.

3.3 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

3.4 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse; specifically: to ensure that staff know: how to identify the signs of abuse and neglect: how to pass on and record concerns about a pupil; that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DST; that they have a responsibility to provide a safe environment where children can learn.

3.5     To provide a systematic means of monitoring children known or thought to be at risk of harm or in need of early intervention and support, and to ensure that the School contributes to assessments of need and support plans for those children.

3.6     To emphasise the need for good levels of communication between all members of staff on pastoral and on safeguarding matters.

3.7     To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

3.8     To develop and promote effective working relationships with other agencies, especially the Police and other appropriate external children's services.

3.9     To ensure that all staff including supply staff and volunteers working within the school who have substantial access to children have been checked prior to their starting dates as to their suitability, including verification of their identity, qualifications, and a DBS check, and a central record is kept for audit.

3.10    To ensure that all students are provided with the guidance they need to keep themselves safe including when online.

3.11    In order further to promote the welfare and safety of students, to safeguard the protected characteristics of students under the Equality Act 2010, namely:
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation.

3.12    To ensure that the safeguarding policy is up-to-date, incorporating the most recent DfE and local authority guidance, and is suitable for its purposes: the policy will be reviewed at least annually by the leadership of the school and following scrutiny by the governing body and any changes required the policy will be published to staff and to parents.

3.13    To recognise the importance of the role of the DST and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, students' online safety, taking part in inter-agency meetings and contributing to the assessment of children in need.

3.14    To maintain confidentiality with regard to safeguarding matters: The Head and DST will disclose information about a child to other members of staff on a need to know basis only.

4       GUIDING PRINCIPLES OF SAFEGUARDING FOR STAFF

4.1     Each and every employee of the school, governor and volunteer at the School is under a general moral and professional duty to:

- Ensure that the best interests of the child are paramount.
- Understand that the School provides an environment in which all students should feel able to speak freely.

- Seek to understand the child's point of view and wherever possible take it into account.
- Ensure that staff should not assume that somebody else will act and share information that might be critical in keeping children safe.
- Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Be aware of the school's child protection procedures and to follow them.
- Know how to access and implement the procedures, independently, if necessary.
- Keep a sufficient record of any significant complaint, conversation or event.
- Report any matters of concern immediately to a DSL.

4.2 Recognise that any child may benefit from early help and interventions, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have an education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; or is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited;
- is a privately fostered child.

4.3 We aim to ensure that children receive the right help, at the right time to address risk and prevent issues escalating.

4.4 Staff will undertake appropriate formal safeguarding and child protection training which is regularly updated in accordance with KCSIE and local authority guidance. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming, cyber-bullying and social media, peer-on-peer abuse, radicalisation, and dealing with harmful behaviours such as drug taking, alcohol abuse, and youth-produced sexual imagery/sexting. Staff will be made aware that: safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school; and that children maty be at risk of abuse or exploitation in situations outside their families and be vulnerable to a variety of harms including sexual and criminal exploitation and serious youth violence.

4.5 All staff should also 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 appropriately trained professionals should attempt to make a

diagnosis of a mental health problem. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, referring the concern to the DST.

4.6     The school will always consider sharing our intention to refer a child to local children's services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation: if in doubt, the school will consult with the local children's services and/or the police on this point.

4.7     There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the student if they are OK or if they can help in any way.

4.8     Staff should use the electronic reporting system, Myconcern to register any concern relating to safeguarding, to record these early concerns and then speak with the DSL as soon as possible. If a Staff member does not have access to MyConcern, they should record any concerns on proforma found in reception and notify the DSL immediately.  If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL, who will assess the situation and keep the member of staff informed.  It is not the end of the member of staff's responsibility when they report it, they should expect feedback and should act if they do not receive satisfactory feedback.

4.9     Any parents who wish to report a safeguarding concern may contact Nicky Hardy directly at Leighton Park School.

4.10    Concerns which do not meet the threshold for child protection intervention will be managed through the pastoral system working with key staff to help address the issue(s).


5.      TRAINING

5.1     Designated safeguarding lead (DSL) and deputies (DDSLs):
        • Each member of the designated safeguarding team (DST) will receive suitable training updated at least every two years in accordance with local authority guidelines and will include guidance with regard to inter-agency practice; the deputy DSLs will be trained to the same level as the DSL.
        • Training for the DST will provide them with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

- The DST will also maintain effective liaison with local children's and inter-agency services to ensure that their understanding of safeguarding practice is up-to-date and sufficiently detailed.
- The DST will have an in-depth understanding of DfE guidance including the most recent editions of KCSIE in its entirety, Working Together and other statutory or related guidance.
- At least one member of the DST will be responsible for ensuring that the school takes appropriate measures to deal with its Prevent duties in accordance with the most recent anti-extremist guidance.
- At least one member of the DST will be responsible for ensuring that the school takes appropriate measure to deal with looked after children in accordance with the most recent guidance from the local children's services.
- The DST will be responsible for ensuring that suitable safeguarding training is provided for all members of the school community, updated at least annually. This training will include guidance on early help and interventions.
- Training for the school community will include informal as well as formal updates and briefings orally or by email.
- The DST will be responsible for ensuring that suitable records are maintained for safeguarding training both formal and informal for the DST, staff, governors, and others within the school community.
- At least one member of the DST will be responsible for online safety in the school and as such they should receive suitable training to allow them to discharge their responsibilities effectively.
- At least one member of the DST will be responsible for ensuring that the senior leadership and the governing body receive suitable safeguarding training, updated at least annually.
- The DST will ensure that at least one person trained in safer recruitment is a member of each appointments panel for new members of staff.

5.2    Induction
All members of staff will receive either prior to their starting dates or as soon as possible thereafter suitable safeguarding training which will include:
- Meeting with at least one member of the DST.
- Knowing the identities of the DST
- Reading and having a working understanding of at least Part 1 and Annex A of the latest edition of KCSIE.
- Receiving suitable online training as directed by the DST.
- Reading the school's safeguarding policy and having a working understanding of how to manage safeguarding situations including disclosures, peer-on-peer abuse, child-on-child sexual violence, sexual harassment, and allegations against staff.
- Understanding the school's approach to online safety.
- Reading and understanding the school's policies and procedures for pupil behaviour, missing children, registration and anti-bullying with particular regard to safeguarding matters.
- Reading the school's whistleblowing policy and having a working understanding of how it may be used with regard to safeguarding.
- Reading and understanding the staff behaviour (code of conduct) with particular regard to safeguarding matters, including guidance on staff/pupil relationships and the use by staff of mobile technology in school and of social media.

- Reading and understanding the school's guidance on the acceptable use of IT.

5.3 Staff
- All members of staff will receive an update on safeguarding at least annually, with this including any changes to KCSIE and local authority guidance as well as reinforcement of key points from previous training.
- All members of staff will receive regular safeguarding updates through staff meetings, all-staff emails, and other appropriate mechanisms.
- All members of staff will be reminded at least annually of their obligations set down within the school's safeguarding policy, guidance on the acceptable use of IT, and the staff behaviour code of conduct.
- The school recognises that the role of boarding staff is physically, emotionally and mentally difficult and appropriate training support will be provided for all such staff.
- All members of staff will receive guidance on early help and interventions and will support the pastoral and DSTs in this area.

5.4 Contractors and Visitors
- The DST liaising with the HR Department will take a risk-assessed view as to the safeguarding guidance provided for contractors, community users of the school facilities and for visitors to the school and as to how this is managed in practice.

5.5 HR personnel
- The DST will ensure that members of the HR staff are suitably trained to ensure that pre-appointment and other safeguarding checks are carried out and that records are maintained effectively.
- HR staff will be trained in procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS and consider a referral to the Teachers Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or otherwise left the school.
- The HR team will receive sufficient training to ensure effective liaison with the senior leadership prior to the starting dates of new staff.

5.6 Governors
- The DST will ensure that the designated member of the governing body for safeguarding receives suitable and regularly updated training for their role.
- The DST will ensure that all members of the governing body receive suitable safeguarding training at least annually to include all relevant parts of KCSIE and other guidance from the DfE and local authority.
- The DST will ensure that the governing body review the safeguarding policy and its implementation at least annually.
- Governors must be sufficiently well-trained to allow them to make a considered judgement that the leadership and management of the school have sufficient skills, training and experience to fulfil their safeguarding responsibilities effectively.
- The member of the Governing Body nominated to liaise with the school and local authority on child protection issues should be sufficiently well trained to be able to monitor and challenge the DST effectively and to act appropriately in the event of an allegation of abuse made against the Head.

5.7    Students
- The DST will ensure that all day and boarding students receive suitable age-related guidance with regard to safeguarding matters including the action to take should they receive a disclosure or be concerned about another pupil.
- The DST will ensure that all students will receive suitable age-related guidance on safeguarding matters including what to do if they feel unsafe.
- The DST will ensure that students receive suitable age-related guidance with regard to staying safe online, the safe use of social media, PSHE and safeguarding, and relationship and sex education.
- Students with responsibilities including within boarding houses have a particular responsibility to be vigilant and to report their concerns: all such students will receive appropriate safeguarding training.

5.8    Parents
- The DST will ensure that parents are provided with suitable guidance regarding the school's approach to safeguarding.
- The DST will provide from time to time suitable presentations for parents on safeguarding matters such as online safety.

# 6    RESPONSIBILITIES

6.1    Governors
- The governors as a corporate body have ultimate responsibility for safeguarding within the school.
- The governors shall receive an annual safeguarding audit from the DST.
- The governors will review the safeguarding policy and its implementation at least annually.
- The governors will monitor and challenge appropriately the DST and the senior leadership of the school to ensure that the safeguarding policy is effectively implemented, using as appropriate: visits to the school; discussions with staff and with students; staff, pupil and parental questionnaires and surveys; scrutiny of records relating to safeguarding, bullying and behaviour, and early help and interventions.
- A designated member of the governing body will be assigned to liaise on all safeguarding matters with the DST and the leadership of the school and local children's and other services; at least once each term, this designated member of the governing body will meet with the DST as a whole; should there be an allegation against the Head, the Chair of Governors will immediately contact the designated officer for the local authority.
- A designated member of the governing body will take a particular interest in boarding and in the safeguarding needs of students who board and will liaise with the boarding staff to this end.
- The governors will ensure that they receive suitable and regular safeguarding training from the senior leadership, DST and external sources.
- The governors will ensure that relevant staff have due regard to the relevant data protection principles which allow them to share or withhold as appropriate personal information, as provided for in the GDPR and Data Protection Act 2018: practitioners may share safeguarding personal information without consent where this will enhance the safeguarding of a child; where serious harm is possible, again this is a good reason for withholding information. 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. In cases of doubt, legal advice should be sought.

6.2    Senior Leadership and Head
- The senior leadership will include the designated safeguarding lead.
- The senior leadership must monitor and challenge the DST in an appropriate manner to ensure that it discharges its duties effectively.
- At least once each term, the Head will meet with the DST as a whole.
- The senior leadership shall receive an annual safeguarding audit from the DST.
- The senior leadership shall ensure that all members of the DST are effectively trained and that this training is up-to-date.
- The senior leadership should ensure that the DST and members of staff generally understand and act appropriately with regard to students with particular vulnerabilities and sensitivities and needs including boarders, and those with SEND and EAL and those who are looked after or who are being supported by local agencies.

6.3    DSL and DST
- The DSL will be responsible to the Head and to the governors for the effective discharge of the safeguarding responsibilities of the DST; she will liaise with the Head and governors as required and at least on a termly basis.
- The DST will act immediately when it becomes aware of any disclosure or allegation or a child at risk, liaising directly with the three safeguarding partners: the local authority and local children's services; the chief officer of police for the area; and the clinical commissioning group for the area, as guided by *Working Together*. Where the school is named as a relevant agency the DSL will note and abide by the statutory duties required.
- The DST is responsible for ensuring that suitable and up-to-date training is provided for themselves, the senior leadership, governors, staff, HR personnel, students, parents, contractors and visitors and that suitable confidential records are kept of this training as set down in above.
- The DST will promote an environment within which the vulnerable children are protected, including when appropriate ensuring that staff are aware of, and are provided with the means to support, the specific needs of particular children; a culture of high aspirations for these children will be maintained.
- The DST will provide guidance and support for staff in all areas relating to safeguarding, including information about and the management of: disclosures of abuse; allegations against staff; reports of extremism, instances of peer-on-peer abuse, sexual harassment and child sexual violence; examples of bullying which may be regarded as a safeguarding matter, i.e. when they are sufficiently serious as to cause or threaten significant harm; online safety; and children in need of support and early intervention.
- The DST will ensure that suitable measures are in place to provide students with effective education for safeguarding themselves including when online including when they are online at home or away from, school.
- The DST will ensure that suitable measures are in place to filter and monitor the use of the Internet at school and to alert the DST to any problematic use.
- The DST will liaise with pastoral staff to promote an environment in which students feel safe and able to speak to adults about their concerns.

- The DST will consider and provide suitable mechanisms through which both students and parents may be involved in supporting the school in its approach to safeguarding.
- The school will provide a suitably detailed job description for each member of the DST.
- The DST will provide continuing support to a pupil about whom there has been concerns and who leaves the school by ensuring that appropriate information is provided or copied as guided by local children's services under confidential and secure cover to the child's new setting and ensuring the school medical records and safeguarding files are forwarded as a matter of priority.
- The DST will notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- The school will normally seek to discuss any concerns about a student with their parents unless otherwise guided by local children's services and/or the police. This must be handled sensitively, and a member of the DST will make contact with the parent in the event of a concern, suspicion or disclosure. This may be delegated to another member of the Pastoral Staff, depending on the severity of the concern.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and if necessary the police.
- Students and their parents have access to a complaints procedure in relation to issues affecting their welfare which provides contact details for Independent Schools Inspectorate (ISI) and the Designated Officer for Reading.
- Where at risk children leave the school, the DSL will ensure that their child protection files are securely transferred to their new school as soon as possible and that the relevant local agencies are notified of the child's departure.

6.4    Staff
- Members of staff should have a suitable understanding of KCSIE and of this safeguarding policy, of the types and signs of abuse, and of the management of disclosures, allegations and other safeguarding concerns.
- Members of staff must understand that if there is a risk of immediate harm to a child, they should act immediately. Delay is unacceptable.
- Members of staff should follow the guidelines set down for listening to children, avoiding leading questions or avowals of belief in what is being disclosed by the child.
- Members of staff must never promise confidentiality to a pupil when this may compromise their safety or well-being: all staff must be aware that the school has a professional as well as legal responsibility to share information with other agencies in order to safeguard children.
- Although they should understand that the DST is there to provide guidance and act on behalf of the child and the school, members of staff should be aware that anyone may make a referral to children's services or the police. However, members of staff should never contact parents themselves: this is a matter for the DST or for local agencies.
- Members of staff should not assume that another colleague or professional will take action on a safeguarding matter and should contact the DSL or appropriate external agency.

- Members of staff may use the school's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- Every member of staff should play their part in providing a safe environment for students.
- The school's Staff Code of Conduct sets out our expectations of staff and is read and agreed by all staff members, with particular regard to safeguarding matters including staff/pupil relationships and the use of social media, but also taking note of the following requirements:
  - o treating all students with respect
  - o setting a good example by conducting ourselves appropriately
  - o involving students in decisions that affect them
  - o encouraging positive, respectful and safe behaviour among students
  - o being a good listener
  - o being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
  - o recognising that challenging behaviour may be an indicator of abuse
  - o reading, understanding and putting into practice, the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
  - o asking the student's permission before initiating physical contact, such as assisting with physical support during PE, Music or Drama or administering first aid
  - o maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
  - o being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse, (contextual safeguarding).
  - o applying the use of reasonable force only as a last resort and in compliance with school and Berkshire West Safeguarding Children Partnership procedures
  - o referring all concerns about a student's safety and welfare to the DSL, or, if necessary, directly to police or children's social care
- All school staff will be aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. It is also viewed as an abuse of trust if there is a relationship between a member of staff and student over the age of 18.
- Any member of staff leading a trip or visit outside of school should liaise with the person responsible for educational visits and the DST to ensure that all appropriate safeguards are in place.

6.5    Boarding staff
- Taking note of all the above responsibilities for members of staff, those with boarding duties should recognise the additional responsibilities arising from boarding education and around the clock care.
- In particular boarding staff should not put themselves at risk by failing scrupulously to adhere to the guidance provided on staff/pupil relationships.

6.6    Students
- Students should work with the school to ensure that all may enjoy a safe and productive environment.
- Students should have the confidence to report any concerns, either about themselves or others, to a member of staff.
- Students should not put themselves at risk online or in the public arena, following the guidance provided through personal, health and social education and through other elements of the educational process in the school.

6.7    Parents
- Parents must understand that, whilst they school will endeavour to involve them in matters relating to their children, the school may not, without proper authority to do so, relate the details or even fact of a disclosure to them: this will be the case when to do so may undermine the safety or well-being of a child: guidance is always sought from local children's services and/or the police on such occasions.
- Parents are expected to support the safeguarding work of the school including with regard to keeping children safe online.

## 7    TYPES AND SIGNS OF ABUSE

7.1    **Abuse: a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others Abuse can take place wholly online, or technology may be used to facilitate offline abuse. A child may be abused by an adult or adults or another child or children. The personal and family circumstances and lifestyles of some students lead to an increased risk of abuse: contextual safeguarding.

7.2    All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

7.4    **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them

or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

7.6     **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7.7     Further information is provided in Appendix 1 about abuse which may arise in contexts of domestic abuse, child sexual exploitation, child criminal exploitation including county lines, gangs, female genitalia mutilation (FGM), forced marriage, and honour-based abuse (HBA).

7.8     Further information about abuse within the context of radicalisation and extremism is provided in Appendix 2.

7.9     There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some but certainly not all of the following signs might be indicators of abuse or neglect: children

- whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- with clothes which are ill-fitting and/or dirty;
- with consistently poor hygiene;
- who make strong efforts to avoid specific family members or friends, without an obvious reason;
- who don't want to change clothes in front of others or participate in physical activities;

- who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- who talk about being left home alone, with inappropriate carers or with strangers;
- who are regularly missing from school or education;
- who are reluctant to go home after school;
- with poor school attendance and punctuality, or who are consistently late being picked up;
- who are dismissive and non-responsive to practitioners' concerns;
- who collect their children from school when drunk, or under the influence of drugs;
- who drink alcohol regularly from an early age;
- who are concerned for younger siblings without explaining why;
- who talk about running away; and
- who shy away from being touched or flinch at sudden movement.

7.10    Children at greater risk of harm include: those who need a social worker; those requiring mental health support; looked after children and previously looked after children.


## ABUSE AND DISCLOSURES: GUIDANCE TO STAFF

7.10    All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth-produced sexual imagery) put children in danger.

7.11    Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DST should be considering the context within which such incidents/behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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

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

7.14    If a pupil discloses to a member of staff some form of abuse (other than an allegation against a member of staff which is dealt with in section 10 of this policy), the member of staff concerned should adhere to the following procedure:

- Listen to all the pupil says sympathetically but without avowing belief in what is said.
- Make a record of what is said either contemporaneously or as soon as possible afterwards: write up their conversation as soon as possible and submit with the concern on the Myconcern electronic reporting system. These notes should use the student's words and be included in the details of the concern section of the report and uploaded as an attachment. It will also include the **time, date and place of the disclosure.** It should be factual and differentiate between fact/ opinion/ interpretation. The more detail the better. The original notes must be passed to the DSL or DDSL for secure filing.
- Do not ask leading questions.
- Allow students to speak freely.
- Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Do not be afraid of silences – staff must remember how hard this must be for the student.
- Do not promise confidentiality.
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Do tell the pupil what happens next: who will be told.
- Notify a member of the DST immediately.
- Keep the pupil in a place of safety. Do not leave them alone.
- If the pupil is in need of medical attention, take them to a school nurse.
- Do not ask the pupil to reveal any part of their body not normally clothed even if they offer to do so.
- Do not discuss the disclosure with any person other than a member of the DST.
- Do not attempt to resolve the matter in part of whole yourself: this is entirely a matter for the DST and external agencies.
- Remember you are not the Police or Social Services: please listen, record and report.
- Do seek support from the DST: receiving a disclosure may be stressful and disturbing.

Remember:
**Anyone may make a direct referral to local children's services and/or the police.**

## 8     PEER-ON-PEER ABUSE

8.1     All staff should be aware that safeguarding issues can manifest themselves via peer-on peer-abuse and that such abuse frequently has a gendered nature. **A peer on peer concern will be treated as a child protection concern when there is**

reasonable cause to believe that a child is suffering or likely to suffer significant harm which may warrant referral to an external agency.

8.2  Peer-on-peer abuse includes, but may not be limited to:
- bullying (including cyber-bullying) noting that bullying with causes or threaten serious harm is potentially a child protection matter;
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals; and
- the intimate and often covert photographing or filming of others without their consent including the criminal offence of upskirting (of students and/or staff of any gender) to obtain sexual gratification or to cause the victim humiliation, distress, or alarm.

8.3   The school will take all reasonable measures to minimise the risk of peer-on-peer abuse,
including through PSHE, relationship and sex education programmes, and specific actions promoted through the school's pupil behaviour and anti-bullying programmes. Particular attention will be paid to the protected characteristics of students under the Equality Act 2010, namely: disability; gender reassignment; race; religion or belief; sex; sexual orientation.

8.4  Members of staff are required to report as soon as possible and certainly within one working day instances or suspected instances of peer-on-peer abuse to the pastoral team and/or DST.

8.5  Alleged instances of peer-on-peer abuse will be investigated by either the DST or by a member of the school's pastoral staff. Records of the investigation, including any actions taken as a result of the investigation, will be maintained by the DST. Disciplinary action against any pupil will be in accord with the school's pupil behaviour policy. Appropriate support will be provided for the perpetrator as well as the victim.

8.6  The school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. A record of known and alleged bullying incidents will be maintained, specifying which incidents are boarding-related.

8.7  All staff are made aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied and victims of child abuse.

8.8  The school's anti-bullying policy promotes a climate with zero tolerance to bullying and emphasises the fact that any reliance on a defence by the bully of "banter, just a part of growing up, or just a laugh or a bit of fun" is unacceptable.

8.9  The school will provide through the pastoral team appropriate support for both the victims and perpetrators of peer-on-peer abuse. Support may include referral to the school's student counsellor or to children's services for early help.

The school may also devise a student welfare risk assessment and add them to our internal Pastoral Watch list, so that key staff can offer the correct bespoke support. The DSL will also listen to the child's wishes and move their classes or House if required, away from the perpetrator.

## 9 CHILDREN IN NEED OF EARLY SUPPORT AND INTERVENTION

9.1 Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. A child in need is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development; or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

9.2 Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children's services is needed.

9.3 Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

9.4 For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as professionals working with them.
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.

9.5 If consent is not given for an early help assessment, the DST should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority's children's service should be made immediately.

9.6 Staff should discuss emerging problems and early help requirements with the DST. If early help is appropriate, the DST will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate.

9.7 Any such cases should be kept under constant review and consideration given to a referral to local authority's children's service for assessment for statutory

services if the child's situation does not appear to be improving or is getting worse.

9.8    The DST is responsible for maintaining effective records of all such cases.

9.9    Further information relating to early help and interventions is provided in Appendix 3.

## 10    STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

10.1    We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

10.2    The school has students with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents/carers.

10.3    As part of the PSHE curriculum staff will teach young people personal safety skills in an age appropriate manner. Students will be taught on how to keep themselves safe, peer pressure and appropriate relationships.

10.4    The school has students who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such students may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

10.5    Where necessary, the school will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.

10.6    We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

## 11    CHILDREN MISSING EDUCATION (CME)

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

11.2    As indicated in Keeping Children Safe in Education, 'a child going missing from education is a potential indicator of abuse or neglect'. All staff should be aware that children going missing, particularly repeatedly, may act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect (potentially sexual abuse or child criminal exploitation). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future.

11.3    Staff working within the school know and implement the school's policy on Missing Children, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.

11.4    Staff will monitor students' attendance through their daily register and will inform senior staff who in turn will be in touch with the local children's services for students who are regularly absent from school or have missed 10 school days or more without permission.

11.5    The school will notify the local authority when a pupil of school age is to be deleted from the admission register.

11.6    Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

## 12    ALLEGATIONS AGAINST STAFF

12.1    All school staff (which always includes supply staff and contractors for safeguarding purposes) and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Particular care should be taken by those teaching on a one-to-one basis, by boarding staff, by those involved in the personal care of children, and by those who may come into physical contact in the course of educational demonstrations with students.

12.2    All staff and volunteers should have read and understand the school's staff behaviour and conduct policy.

12.3    Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and reinforced at regular intervals. Particular note should be taken of the fact that communications between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. Should a member of staff be required to use reasonable physical restraint on any occasion, this must be reported immediately to the Head or in her absence a member of the DST: a written record is maintained of such instances by the Head.

12.4    If a pupil makes an allegation against a member of staff other than the Head, or information is received which suggests that a member of staff may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Head without informing the member of staff who is the subject of the allegation.

12.5    Any person receiving an allegation must not ask leading questions nor guarantee confidentiality to the person making the allegation and must make a written record of what is said by the person making the allegation either contemporaneously or as soon as possible afterwards. This record must be handed to the person stipulated in 12.6 or 12.7 below. However, any person may

make a referral to the local authority and/or police in such cases. The matter should not be discussed with others.

12.6     The Head on all such occasions will discuss the content of the allegation with the local authority Designated Officer (DO) and if a crime is alleged with the police at the earliest opportunity and within one working day of receiving the allegation.

12.7     If the allegation made concerns the Head, then this must be referred to the Chair of Governors who will immediately (and within one working day) will consult the local authority DO and if a crime is alleged with the police without notifying the Head first. In the absence of the Chair of Governors, the matter should be referred directly to to local authority DO again without notifying the Head first.

12.8     The school will follow the local authority guidance for managing allegations against staff and will proceed only when given permission by the local authority and/or police to do so.

12.9     Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the local authority DO and if appropriate the school's HR Consultant in making this decision.

12.10    In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors in consultation with the local authority DO and if appropriate the school's HR Consultant in making this decision.

12.11    The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the DBS, in accordance with the legal requirement on the school to do so, with consideration being given to referral to the TRA, and included in references where applicable.

12.12    Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

12.13    Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

12.14    The school will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the staff behaviour code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable and those who board.

12.15    The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 (or any pupil classified as a vulnerable adult) are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships between a member of staff and any pupil aged 18 and over constitute gross professional misconduct and will result in disciplinary proceedings.

12.16    Should the school employ supply staff from an agency, the school will inform the agency of its process for managing allegations: the school and not the agency is responsible for reporting allegations to the local authority and/or police.


13      THE PREVENT DUTY

13.1    The school has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance.

13.2    Members of staff complete an online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the local children's services.

13.3    Staff are aware of the increased risk of online radicalisation. Suitable IT filtering/screening and monitoring is in place on the School's computer system.

13.4    Visiting speakers will be vetted so that the School can be satisfied that the information provided by speakers will be aligned to the ethos and values of the school and to British values.

13.5    Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.

13.6    Further details about radicalisation are provided in Appendix 2.


14      RELATED POLICIES

There is a number of school policies, published through the school website, all of which have a direct relationship to safeguarding:

14.1    **Safer recruitment**: this sets out approach taken to required pre-appointment checks and describes how records are maintained. Checks for staff in paid employment will normally include: identity, relevant qualifications, DBS and barred list, right to work in the UK, references, medical, detailed employment history. Additional checks are in place for those who have worked overseas and for those working with children under the age of 8 e.g. during any summer school run under the auspices of the school.

14.2    **Anti-bullying**: this sets out the school's approach to bullying in all its forms, and notes that bullying which causes or threatens serious harm to a student is potentially a child protection matter. Aspects of bullying are noted under peer-on-peer abuse above.

14.3    **Pupil behaviour**: this sets out the school expectations for high levels of pupil conduct and describes how the school seeks to achieve these.

14.4    **Staff behaviour and code of conduct**: this provides guidance to staff on how they should conduct themselves in their relationships with students and advice on the use of social media.

14.5    **Acceptable use of IT**: this sets out a code of conduct for users of the school's IT systems, which are filtered and monitored centrally.

14.7    **Whistleblowing**: this provides guidance for anyone wishing to draw the attention of the senior leadership, the Head or the governors any problematic feature of safeguarding either in general or with regard to an individual case.

14.8    **Health and safety and educational trips and visits**: these provide guidance to staff on maintaining a safe environment within the school and when taking students on external trips and visits.

14.9    **PSHE**: including guidance on **Relationship and Sex Education.**

## Appendix 1A: Types of abuse: specific safeguarding issues and signs and indicators of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

### Specific Safeguarding Issues:

**Domestic abuse:** Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Children who witness **domestic abuse** may amongst other indicators:
- become aggressive;
- display anti-social behaviour;
- demonstrate overnight incontinence (bed-wetting);
- suffer from depression or anxiety; and not do as well at school due to difficulties at home or disruption of moving to and from refuges.

**Operation Encompass** operates in the majority of police forces across England, helping police and schools to work together to provide emotional and practical help to children in cases of domestic abuse. The **National Domestic Abuse Helpline** and **NSPCC** provide guidance and support for potential victims.

**Child Sexual Exploitation (CSE):** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. This imbalance may arise from a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children and vulnerable adults: County Lines guidance (July 2017) – **Child Criminal Exploitation (CCE): County lines** is the police term for urban gangs supplying illegal drugs (primarily but not only crack cocaine and heroin) to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move and/or store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County Lines Exploitation can still be exploitation even if the activity appears consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by serious violence or threats of violence, can be perpetrated by individuals or groups, males or

females and young people or adults and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Again, as with CSE, this imbalance may arise from a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources.

## Child Sexual Exploitation – indicators of CSE

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- acquisition of money, clothes, mobile phones etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- association with other young people involved in exploitation;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of or otherwise misusing drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections or pregnancy;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

## Criminal exploitation of children and vulnerable adults: County Lines guidance – indicators of CCE

Some indicators of involvement in serious violence and county lines and criminal exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts and/or phone calls;
- references to gangs;
- association with other young people involved in exploitation;
- relationships with controlling/older individuals or groups;
- returning home under the influence of or otherwise misusing drugs/alcohol;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks;
- self-harm; and/or
- significant changes in emotional well-being.

## Appendix 1B: Fabricated and Induced Illness, FGM, Forced Marriage, HBA

**Fabricated or Induced Illness** is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness the school will work closely with other agencies to ensure information is shared appropriately.

Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care/the MASH.

**Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of external female genitalia or other injury of the female genital organs. It is illegal in the UK and constitutes a form of child abuse with long-lasting harmful consequences. FGM is internationally recognised as a violation of human rights of girls and women, and it is essential that staff are aware of certain practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There is a specific legal duty on teachers to report any incident of FGM (whether planned or actual) to the police and children's services immediately. By law, teachers who fail to report such cases will face disciplinary sanctions.

Types of procedure include:

- Clitoridectomy - partial/total removal of clitoris
- Excision - partial/total removal of clitoris and labia minora
- Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Beliefs underpinning FGM include:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Cosmetically desirable
- Makes childbirth easier

Circumstances and occurrences that may indicate that FGM may take place:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria and Eritrea, as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from their social group Reluctance to take part in physical activity
- Repeated urinary tract infections
- Disclosure

THE 'ONE CHANCE' RULE action must be taken without delay: inform the police and make a referral through the DST or direct to local authority children's services.
- If staff have a concern regarding a girl that might be at risk of FGM, they should treat the situation as a safeguarding concern and follow the School's safeguarding procedures, discussing the issue with the DSL and liaising with police and children's social care immediately.
- It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

**Forced Marriage:** a forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights.

Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage should be responded to as a child

protection concern and referred without delay to the local authority children's services and social care.

Prevention: the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

**Honour-based abuse (HBA)** may include but is not restricted to FGM and forced marriage. Children may become entangled in inter-family or other disputes which may involve some form of punitive violent action or non-violent abuse against a member of the child's family or the child themselves. There have been cases of acid attacks and arson as well as murder. Staff should be vigilant and report any suspicions of a child being at risk of or already having suffered HBA to the DST without delay.

## Appendix 2: Indicators of vulnerability to radicalisation

Radicalisation is a process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. An act of terrorism typically endanger or cause serious to others or to property or to electronic systems.

Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison? · Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- 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
- Significant changes to appearance and/or behaviour

## Appendix 3: Early help and intervention

KCSIE states that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

## Referrals to Children's Social Care/Services for statutory assessments

Referrals to Children's Social Care/Services for statutory assessments are made under the Children Act 1989.

Section 17, Child in Need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

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

There may be a need for Children's Social Care/services and/or the police to provide immediate protection whilst an assessment or enquiries are carried out.

## Appendix 4: Other Concerns

### Looked-After Children (LAC)

A 'Looked-After' Child is one who is subject to a care order (either an interim or a full care order), or who is voluntarily accommodated by the local authority. The most common reason for children to be looked after by the Local Authority is as a result of abuse and/or neglect.

Appropriate pastoral staff should have all the relevant information required about:
- The child's looked after legal status (i.e. they are looked after under voluntary arrangements with the parents' consent, or are under an interim or full care order)
- The levels of authority delegated to the carer by the local authority
- Details of the child's social worker
- The name of the Virtual School Head in the authority that looks after the child (a Virtual School Head is an officer employed by the local authority to promote the educational achievement of the child)

Any Looked-After Children in the school are supported by a designated teacher, whose aim is to promote and support their educational progress.

A previously Looked-After Child remains potentially vulnerable, and, where relevant, all staff will be supported to develop the skills, knowledge and understanding to keep him/her safe. In such a case the DSL and pastoral team would work closely with all agencies. The school recognises the need for prompt action to be taken when necessary to safeguard any LAC children, given their particular vulnerabilities.

### Homelessness

There are many situations which are potentially harmful or concerns which may cause harm to children, and any evidence of any of these should be presented to the DST without delay.

Being or being at risk of becoming homeless present a real risk to a child's welfare. The DSLs are aware of the contact details and referral routes in the Local Housing authority so that they can raise concerns quickly where needed, together with a referral to Children's Social Care if a child is at risk of harm.

Indicators that a family may be at risk of homelessness may include a family being asked to leave a property or other such as:
- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour

## Appendix 5: Sexual Issues: violence and harassment

### Sexual violence

- It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2018 as described below:
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- upskirting or other forms of covert making of images;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
  It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If members of staff have a concern about a child or a child makes a report to them, **they should follow the referral process set out in this policy**. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

Relationships and Sex Education and PSHE teach students about respectful, positive, safe and healthy relationships and consent.

## Appendix 6: Education at home and remote learning

### Safeguarding pupils and teachers online

Most children are being educated at home during the coronavirus (COVID-19) outbreak, so school leaders and teachers are having to adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures.

As set out in the [Coronavirus (COVID-19): safeguarding in schools, colleges and other providers](#) guidance, online education should follow the same principles set out in the school's acceptable use IT policy and staff code of conduct.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online.

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

*Specific guidance will be provided by the senior leadership.*

### Reporting concerns

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. Any child protection concern must be reported as now to the DST or if it involves an allegation against staff to the Head (or for allegations against the Head, to the Chair of Governors).

### Communicating with parents, carers and pupils

Where education is now having to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- do not to share personal information

### Virtual lessons and live streaming

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities and considering online safety.

### Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty.

Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

### Personal data and GDPR

Schools and colleges should continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

## TERMINOLOGY

The following terminology is used in this policy:

Abuse is defined in the DfE document 'Keeping Children Safe in Education' as 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.'

Child/Pupil refers to all young people including those who have reached their 18th birthday.

Child in Need: Defined under the Children Act 1989 as 'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.' Children in Need may require multi-agency support, e.g. CAMHS, TAF, TAC (such as students with eating disorders or depression).

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

Children at Risk: Those children who suffer from an acute problem or may be at significant risk of immediate harm. They require an immediate referral to Children's Services and Social Care, the local authority's Designated Officer (DO) support or the Police.

Contextual Safeguarding: Considering the context within which certain incidents and/or behaviours occur. Assessments of children should consider such factors, and the information provided by schools to agency decisions can prove very useful.

Early Help: KCSiE defines this as action that 'provides support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.' (KCSiE 2018 p. 6). If Early Help is appropriate, the DSL will liaise with other agencies to support the child and will keep the situation under constant review.

Parent: Refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.

Peer-on-Peer Abuse refers to a range of types of abuse perpetrated by a child on another child, including cyberbullying, physical assault (e.g. hitting, kicking, shaking, biting, hair pulling), verbal bullying, sexual assaults, gender-based violence, sexting (also known as 'youth-produced sexual imagery'), upskirting, and initiation and ritualistic types of violence (also known as 'hazing').

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Sexual Assault: intentional sexual touching without consent.

Sexual Consent: Having the freedom and capacity to choose. In the context of sexual activity it means that a person may agree to one kind of action but not another. Consent can be withdrawn at any time during sexual activity and each time the sexual activity occurs.

The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

Sexual Harassment: Unwanted conduct of a sexual nature which can occur online and in real life. Sexual harassment violates the victim's dignity, makes them feel intimidated, degraded and humiliated, and can create a hostile, offensive and sexualised environment.

Sexual Violence includes acts such as rape, assault by penetration and sexual assault.

Significant Harm is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm, but consideration should be given to the following:
- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- The duration and frequency of abuse or neglect
- The extent of premeditation

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