



# Hanley St Luke's C of E Aided Primary School

*Learning, Laughing, Loving at Family St Luke's*

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Child Protection & Safeguarding Policy and Procedures	
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Subject lead	Charlie Martin
Governor/Committee (where applicable)	David Shemilt

## Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

**Promoting *life-long learning***

**Developing *life-giving relationships***

**Exploring *life-enhancing faith***

**Inspiring *life-enriching aspiration***

# Contents

Statement of intent

Acronyms

Definitions

1. Legal framework
2. Roles and responsibilities
3. Sexual harassment
4. Multi-agency working
5. Early help
6. Children missing from education
7. Child abduction and community safety incidents
8. Modern slavery
9. FGM
10. Radicalisation
11. Mental health
12. Consensual and non-consensual sharing of indecent images and videos
13. Context of safeguarding incidents
14. Children and young people potentially at greater risk of harm
15. Use of premises for non-school activities
16. Concerns about children and young people
17. Concerns about staff and safeguarding practices
18. Allegations of abuse against staff
19. Communication and confidentiality
20. Safer recruitment
21. Monitoring and review

## Appendices

1. Specific Safeguarding Concerns
2. Staff Disqualification Declaration

## Statement of intent

Hanley St Luke's Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every child and young person, both inside and outside of our premises. We implement a preventative approach to managing safeguarding and child protection concerns, ensuring that the wellbeing of children and young people is at the forefront of all action taken and that healthy relationships are promoted. Our school is also committed to a zero-tolerance policy with regards to sexual harassment and violence.

This policy has been created to outline a clear framework relating to any aspects of safeguarding and should be followed by:

- All members of staff.
- All volunteers.
- Any local governing bodies.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that staff and governors understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to an appropriately trained person, e.g. the Designated Safeguarding Lead (the DSL) or deputy DSL (DDSL) within their school.
- Ensuring children and young people are taught how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any child or young person that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the Headteacher and any new staff and volunteers within the school are only appointed when all the appropriate checks have been satisfactorily completed.

### Safeguarding contacts at Hanley St Luke's Primary School

Role	Name	Contact email	Contact number
Designated Safeguarding Lead	Charlie Martin	<a href="mailto:cmartin@hanleystlukes.com">cmartin@hanleystlukes.com</a>	01782 234390 / 234391
Deputy Designated Safeguarding Lead	Lynne Williamson	<a href="mailto:lwilliamson@hanleystlukes.com">lwilliamson@hanleystlukes.com</a>	01782 234390 / 234391
Deputy Designated Safeguarding Lead	Vicki Cartwright-Davies	<a href="mailto:vcartwright@hanleystlukes.com">vcartwright@hanleystlukes.com</a>	01782 234390 / 234391
Deputy Designated Safeguarding Lead	Emma Facey	<a href="mailto:efacey@hanleystlukes.com">efacey@hanleystlukes.com</a>	01782 234390 / 234391
Safeguarding governor	David Shemilt	<a href="mailto:dshemilt@hanleystlukes.com">dshemilt@hanleystlukes.com</a>	01782 234390 / 234391
Chair of governors	Adam Thompson	<a href="mailto:athompson@hanleystlukes.com">athompson@hanleystlukes.com</a>	01782 234390 / 234391
Designated Teacher for LAC and PLAC	Charlie Martin	<a href="mailto:cmartin@hanleystlukes.com">cmartin@hanleystlukes.com</a>	01782 234390 / 234391

### Safeguarding contacts at Three Spires Trust

Role	Name	Contact email	Contact number
Director of Safeguarding and SEND	Sarah Milne	<a href="mailto:smilne@threespirestrust.org">smilne@threespirestrust.org</a>	07904 008250
Trustee with responsibility for Safeguarding	Julie Pilmore	<a href="mailto:headteacher@christchurch-lichfield.staffs.sch.uk">headteacher@christchurch-lichfield.staffs.sch.uk</a>	01543 227210 or 07866 584072

### Child Protection referral route

Local Authority	Service Name	Referral details
Stoke-on-Trent	Children's Advice and Duty Service	01782 235100

### Prevent referral routes

Local Authority	Email	Telephone
Stoke-on-Trent	prevent@staffordshire.pnn.police.uk	01785 232055

### Other key contacts

Role	Name	Contact email	Contact number
Local Authority Designated Officer (LADO)	John Hanlon	<a href="mailto:John.hanlon@stoke.gov.uk">John.hanlon@stoke.gov.uk</a>	01782 233342 / 07942 676060

## Acronyms

This policy contains a number of acronyms used in Education. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CIN	Child in Need	A form of planning to support a child under Section 17 of the Children and Families Act 2014. This level of support is a multi-agency process which requires parental consent.
CP	Child Protection	A statutory form of planning to support a child under Section 47 of the Children and Families Act 2014. This level of support is a multi-agency process which, although encouraged, does not require parental consent.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DDSL	Deputy Designated safeguarding lead	A member of staff who deputises for the DSL operationally only.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, academies, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act 2018.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for children and young people who have significant needs that impact on their learning and access to education. The plan identifies any statutory support needs and / or interventions and the intended impact they will have for the children and young people.
ESFA	Education and Skills Funding Agency	An agency sponsored by the DfE with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	The UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out school and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGB	Local Governing Body	The group of locally appointed governors who are a delegated committee responsible for the governance of the school.

LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the UK and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in LA care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which children learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all children and young people. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCo	Special educational needs coordinator	A statutory role within all schools and academies maintaining oversight and coordinating the implementation of the a school's special educational needs and disabilities (SEND) policy and provision of education to children with SEND.
SEND	Special Educational Needs and / or Disabilities	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the LA they work for, and all children who currently have, or previously had, a social worker.

## Definitions

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



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

- Protecting children and young people from maltreatment.
- Preventing the impairment of children and young people’s mental and physical health or development.
- Ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children and young people to have the best outcomes.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a child and / or young person’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.

- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting and downblousing.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children and young people and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between children and young people of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- The Education (Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

### **Statutory guidance**

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### **Non-statutory guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Governance handbook'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2022) 'Behaviour in Schools'
- Church of England (2019) 'Valuing All God's Children'
- DfE (2022) 'Recruit teachers from overseas'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
- Church of England Education Office (2019) 'Valuing all God's Children'
- Church of England Education Office (2016) 'Church of England Vision for Education: Deeply Christian, Serving the Common Good'

### **Policies and documents**

This policy operates in conjunction with the following school, Local Authority and trust-wide policies:

- Children Missing Education Policy
- Child Sexual Exploitation (CSE) Policy
- Prevent Duty Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Exclusion Policy
- Online Safety Policy

- Data Breach Policy
- Data Protection Policy
- Photography and Images Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour Policy

## Roles and responsibilities

The local governing body is responsible for:

- Receiving regular reports from the DSL on safeguarding.
- Nominating a member to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor.
- Guaranteeing that there are effective and appropriate policies and procedures in place.
- Making sure that children and young people are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhering to statutory responsibilities by ensuring pre-employment checks are conducted on all staff, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that staff are appropriately trained to support children and young people to be themselves e.g. if they are LGBTQ+.
- Ensuring that the school has clear systems and processes in place for identifying possible mental health problems in children and young people, including clear routes to escalate concerns and clear referral and accountability systems.
- Guaranteeing that volunteers are appropriately supervised.
- Making sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all local governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Ensuring that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Guaranteeing that there are procedures in place within the school to handle children and young peoples' allegations against their peers.
- Ensuring that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of children and young people, and staff within the school.
- Ensuring that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.

- Guaranteeing that there are systems in place for children and young people to express their views and give feedback within the school.
- Establishing an early help procedure and ensure all staff understand the procedure and their role in it.
- Appointing a designated teacher for LAC and PLAC to promote the educational achievement of LAC and PLAC, and ensure that this person has undergone appropriate training.
- Ensuring that the designated teacher for LAC and PLAC in the school works with the virtual school head(s) (VSH) to discuss how the pupil premium funding can best be used to support LAC and PLAC.
- Making sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the child or young person's legal status, contact details and care arrangements.
- Creating a culture within the school where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that robust safeguarding records are kept and the effectiveness of recordkeeping is monitored.
- Being aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

All staff within the school have a responsibility to:

- Consider, at all times, what is in the best interests of the children and young people in the school.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide safe environments in which children and young people can learn.
- Be prepared to identify children and young people who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and DDSL(s)
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Ensure that any safeguarding concern (no matter how minor it could be perceived to be) is reported via CPOMS in detail and that the actions taken are recorded at the point of submitting the concern to the DSL and the DDSL(s).
- Ensure that where a concern is a matter of child protection, namely that the child is at risk of harm, or has suffered harm, this is reported immediately to the DSL or a DDSL in advance of the written submission via CPOMS.
- Ensure that, even when another member of staff has observed, heard or witnessed the same concern, the concern is reported via CPOMS.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the school's procedure to follow in the event that a child or young person confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL or DDSL(s) if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put children and young people at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that children or young people may be at risk of harm.
- Monitoring the effectiveness of recordkeeping about safeguarding, child protection, behaviour and SEND matters.
- Be aware of the overlap between behaviour and safeguarding issues that can put children and young people at risk of harm.
- Work with the delegated authority to ensure the Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Be aware that a child may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

All teachers, including the Headteacher, have a responsibility to:

- Safeguard children and young people's wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Report, by law, any instances of FGM to the police.
- Adhere to the guidance that a child or young person may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

The Headteacher has a duty to:

- Ensure that the policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.
- Provide line management to the DSL.
- Ensure that the DSL and at least one DDSL is able to attend all trust-wide DSL networks.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.

DSLs have a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the designated mental health lead and, where available, the mental health support team and / or CAMHS, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that all staff in the school are aware of which children have or have had a social worker.
  - Understanding the academic progress and attainment of these children.
  - Maintaining a culture of high aspirations for these children.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these children realise their potential and their God-given talents and gifts.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these children are experiencing with teachers and the SLT.

- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that child protection files are transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Ensure the Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect (ideally with parental consent), as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children and young people may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.
- Engage with the trust-wide professional learning networks for safeguarding colleagues.

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

## Sexual harassment and child-on-child abuse

### Sexual harassment

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of a school environment. Sexual harassment is likely to violate a child or young person’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:



- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

### **Upskirting**

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children or young people, and staff, of any gender can be a victim of upskirting.

Upskirting and sexual harassment will not be tolerated within our school. Children will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of upskirting and sexual harassment will be managed in line with the Child-on-child Abuse Policy.

The curriculum will ensure that children and young people of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

### **Youth-produced sexual imagery and indecent imagery**

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between children and young people of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

The sharing of consensual and non-consensual nude or semi-nude images or videos will not be tolerated within the school. Children will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of youth-produced sexual imagery will be managed with the Youth-produced Sexual Imagery

(YPSI) Policy from the LA. Indecent imagery that is not youth-produced sexual imagery will be managed in line with the Child Protection and Safeguarding Policy.

## **Multi-agency working**

The school contributes to multi-agency working as part of its statutory duty. The school is aware of, and will follow, the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. It will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

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

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

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

## **Information sharing**

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

Considering the above, staff within the school will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on educational settings to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the child and young person being placed at risk of harm.

Staff members within the school will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of children and young people. If staff members are in doubt about sharing information, they will speak to the DSL or DDSL(s). If a DSL or DDSL is unsure about sharing information, they will speak to the Director of Safeguarding and SEND.

## **Early help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any child or young person may benefit from early help, but in particular, staff will be alert to the potential need for early help for children and young people who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DDSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required. The DDSL will report to the DSL about the progress of any children or young people who are open to early help support. The DSL will report about the number of families engaging with early help to the LGB.

The LGB will collaborate with the relevant LA's and external agencies to engage with the local early help process.

Staff within the school may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the children and young people situation is not improving or is worsening.

## Abuse and neglect

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of children or young people which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children or young people may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children or young people may be abused by one or multiple adults or other children or young people.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child or young person.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on the

child or young person's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child or young person the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children or young people, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child or young person 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 the child or young person to frequently feel frightened or in danger, or the exploitation or corruption of children or young people. Some level of emotional abuse is involved in all types of maltreatment of a child or young person, but it may also occur alone.

For the purposes of this policy, "**sexual abuse**" is defined as abuse that involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, and regardless of whether the child or young person is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children or young people in looking at, or in the production of, sexual images, encouraging children or young people to behave in sexually inappropriate ways, or grooming a child or young person in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, "**neglect**" is defined as the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of a child or young person's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child or young person from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or young person's basic emotional needs.

All staff will be aware of the indicators of abuse and neglect and understand that children and young people can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children and young people outside of these environments; this includes being aware that children and young people can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a child or young person being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

## Specific safeguarding issues

There are certain specific safeguarding issues that can put children and young people at risk of harm – staff will be aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that children and young people may experience and outlines specific actions that would be taken in relation to individual issues.

### Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children and young people.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, which is clearly referenced in the behaviour policy.

All staff will be aware that child-on-child abuse can occur between children and young people of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting and downblousing, and ‘kegging’.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Children and young people will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children and young people will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the Anti-bullying Policy and the Suspension and Exclusion Policy, where relevant.

## **Online safety and personal electronic devices**

The school will adhere to the Online Safety Policy at all times.

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

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

- Children and young people's attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a child and young person's online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data Breach Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what children and young people can be taught online.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### **Communicating with parents and carers**

As part of the usual communication with parents and carers, the school will reinforce the importance of children and young people being safe online and inform parents and carers that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children and carers are being asked to do online for school.

### **Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by children and young people.

### **Personal electronic devices**

The use of personal electronic devices is governed by the behaviour policy and the staff code of conduct.

### **Photographs and videos of children**

Photographs and videos of children and young people will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve children and young people who are LAC, adopted, or children or young people for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of children who are LAC or who have been adopted, liaise with the children or young people's social workers, carers or adoptive parents to assess the needs and risks associated with the children and young people

Staff will report any concerns about children and young people's or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

### **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

### **Children missing from education**

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

Staff within the school will monitor children and young people that go missing from the school, particularly on repeat occasions, and report them to their DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

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

### **Child abduction and community safety incidents**

For the purposes of this policy, "**child abduction**" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

Children and young people will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

## Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff within the school will be aware of and alert to the signs that a child or young person may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

## FGM

For the purposes of this policy, “**FGM**” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The school ensures that teachers are aware they are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on any child under the age of 18. Teachers failing to report such cases may face disciplinary and criminal action.

## Radicalisation

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

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

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting children and young people from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of children and young people from being radicalised and drawn into extremism and/or terrorism. The school will ensure procedures are in place for staff to be made aware of changes in children and young people’s behaviour which could indicate that they may need help or protection. The school will also ensure that staff can use their professional judgement to identify children and young people who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work together with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents, carers and families on the matter, as they are in a key position to spot signs of radicalisation.

## The Prevent duty



Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty forms part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policies.

Of note, in the event that a child or young person is visited by a police officer in their educational setting, they **will** always be accompanied by either the DSL or a deputy DSL, **without exception**.

## **Mental health**

All staff within the school will be made aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff within the school will not attempt to make a diagnosis of mental health problems and the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children and young people whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. The school will ensure that staff are also made aware of how children and young people’s experiences can impact on their mental health, behaviour, and education.

Staff within the school who have a mental health concern about a child or young person that is also a safeguarding concern are encouraged by the school to act in line with this policy and speak to the DSL or DDSL(s).

The school will ensure it can access a range of advice to help staff members identify children and young people in need of additional mental health support, including working with external agencies. It will also ensure that there is a wide variety of advice and support offered, while ensuring an ethos that is positive towards being open about mental health is adopted and implemented.

In all cases of mental health difficulties, academies’ Social, Emotional and Mental Health (SEMH) Policies will be consulted and adhered to at all times.

## **Consensual and non-consensual sharing of indecent images and videos**

School will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff within the school will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the child and young person, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations,

assessing risks posed to children and young people depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that children are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a child confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copying, printing, sharing, storing or saving the imagery.
- Inform the affected DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the child or young person that the incident will need to be reported.
- Respond positively to the child or young person without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

Of note, in the event that a child or young person is visited by a police officer in their educational setting, they **will** always be accompanied by either the DSL or a deputy DSL, **without exception**.

## Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly DSLs and DDSL(s), will always consider the context of safeguarding incidents. Assessment of children and young people's behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

## Children and young people potentially at greater risk of harm

Each school understands that further barriers may exist when determining abuse and neglect in some groups of children and young people. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

### Children or young people who need social workers

Children or young people may need social workers due to safeguarding or welfare needs. These needs can leave children vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from their LA about whether a child or young person has a social worker in order to make decisions in the best interests of the child or young person's safety, welfare, and educational outcomes.

Where a child or young person needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

### **Home-educated children**

Parents and carers may choose elective home education (EHE) for their children and young people. In some cases, EHE can mean that children and young people are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, school will ensure it informs their LA of all deletions from the admissions register when a child and young person is taken off roll.

Where a parent or carer has expressed their intention to remove a child from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the child or young person has SEND, is vulnerable, and/or has a social worker.

### **LAC and PLAC**

Children and young people most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously LAC (PLAC), also known as care leavers, can also remain vulnerable after leaving care.

The Headteacher will ensure that staff in the school have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

The DSL will be provided with the necessary details of children and young people's social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the LAC Policy.

### **Children and young people with SEND**

When managing safeguarding in relation to children and young people with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the child and young person's disability without further exploration; however, it should never be assumed that a child or young person's indicators relate only to their disability
- Children and young people with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs

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

When reporting concerns or making referrals for children and young people with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a child or young person with SEND, the DSL will liaise with the SENCO, as well as the child or young person's parents where appropriate, to ensure that the child or young person's needs are met effectively.

### **LGBTQ+ children and young people**

The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ children and young people can be targeted by other individuals. Staff will also be aware that, in some cases, a child or young person who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as children or young people who identify as LGBTQ+.

Staff will also be aware that the risks to these children and young people can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these children and young people and provide a safe space for them to speak out and share any concerns they have.

## **Use of premises for non-school activities**

### **Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard children and young people and adhere to local and school safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of children and young people. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

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

## **Alternative provision**

The school will remain responsible for a child or young person's welfare during their time at an alternative provider. When placing a child and young person with an alternative provider, the school will follow the Alternative Provision policy.

## **Work experience**

Where the school has children and young people conduct work experience at the school, an enhanced DBS check will be obtained if the young person is over the age of 16.

## **Private fostering**

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a child or young person being privately fostered, the DSL will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

## Concerns about children and young people

The school will approve and continuously monitor the procedures for reporting concerns about children or young people's welfare. Monitoring visits will be conducted by the Director for Safeguarding and SEND at least annually and will assess whether each school:

- Has clear procedures for staff to report concerns to their DSL.
- Has clear procedures for their DSL to make referrals to their LA.
- Has trained its staff members to understand their responsibilities in these procedures.
- Has ensured all staff are aware of their obligations in relation to confidentiality and information sharing.

Staff will be aware that children and young people may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. All staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a child or young person.

The school recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. The school is conscious of this when managing any incident and be prepared to use any term with which the individual is most comfortable.

The school adopts a zero-tolerance approach to child-on-child abuse, which is defined as abuse between children under the age of 18. The procedures for managing instances of child-on-child abuse are outlined in the Child-on-child Abuse Policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSLs with the matter. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the child. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child.

If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in CPOMS.

If a child is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a child has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the child or young person's wishes are always taken into account, and that there are systems available for children to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the child or young person feels like they are being listened to and believed.

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

## **Managing referrals**

The reporting and referral process outlined in the Reporting Safeguarding Concerns Process Flowchart will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the children involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Whilst it is acknowledged that the DSL or their deputy/ies are best placed to make a referral to CSCS, it is important that every adult in the school community is aware that they are able to make a referral and the referral routes to the local authority safeguarding and child protection teams. As part of the annual training, all adults are made aware of these referral routes; the contact details are included at the beginning of this policy.

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

The school will not wait for the start or outcome of an investigation before protecting the victim and other children and young people: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the child is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support. If the school does not agree with the CSCS decision, then the DSL will escalate using the local safeguarding board policy and procedures.

At all stages of the reporting and referral process, the child or young person will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents and carers will only take place where this would not put the child or others at potential

risk of harm. The school will work closely with parents and carers to ensure that the child or young person, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

## **Concerns about staff and safeguarding practices**

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher. If the concern is with regards to the Headteacher it will be referred to the Chair of Governors.

If the member of staff feels unable to raise the issue with the appropriate staff, the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue following any of these routes, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

## **Allegations of abuse against staff**

All allegations staff, supply staff, volunteers and contractors will be managed in line with the relevant Allegations of Abuse Against Staff Policy and the procedures laid out by the school.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”.

Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Low-level concerns will be handled in line with the Reporting Low-level Concerns Policy.

## **Communication and confidentiality**

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

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its relevant policies and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, school will do all it can to protect the anonymity of the children involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a child or young person, staff members will not promise the

child or young person confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects children from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents or carers of the children or young people involved. Discussions with parents or carers will not take place where they could potentially put a child or young person at risk of harm. External agencies will be invited to these discussions where necessary.

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

## **Safer recruitment**

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

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

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

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

The school will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors within the school.

## **Staff suitability**

All settings that provide care for children under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

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



All staff members are required to sign the Staff Disqualification Declaration Form (Appendix B) confirming that they are not disqualified from working in an education setting. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

### **Ongoing suitability**

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

### **Referral to the DBS**

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

## **Training**

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

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Child-on-child Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE).
- The Behaviour Policy.
- The Children Missing Education Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSLs.
- Information about the role and identity of the Director of Safeguarding and SEND.

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

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

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

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to

resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, children with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by children and young people with SEND.

## **Monitoring and review**

This policy is reviewed at least annually by the DSL. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of the school. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and their ongoing safeguarding training.

The next scheduled review date for this policy is August 2023.

## Appendix 1: Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that children and young people may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children missing from education
4. Child abduction and community safety incidents
5. Child criminal exploitation (CCE)
6. Cyber-crime
7. Child sexual exploitation (CSE)
8. Modern slavery
9. FGM
10. Virginity testing and hymenoplasty
11. Forced marriage
12. Radicalisation
13. Children and young people with family members in prison
14. Children and young people required to give evidence in court
15. Mental health
16. Serious violence

### Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

### Homelessness

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

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

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

## Children missing from education

A child going missing from their school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor children and young people that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any child who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

### Admissions register

Children and young people are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the child or young person will first be attending. The school will notify the LA within 5 days of when a child's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents and carers when any changes occur. Two emergency contacts will be held for each child or young person where possible. Staff will monitor children and young people who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

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

- The full name of the parent(s) or carer(s) with whom the child will live
- The new address
- The date from when the child or young person will live at that address

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

- The name of the new setting
- The date on which the child or young person first attended, or is due to attend, that setting

Where a child or young person moves to a new setting, the school will use a secure internet system to securely transfer children or young people's data.

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

- Have been taken out of the school by their parents or carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

- Have been certified by the LA's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the child or young person continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

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

If a child or young person is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the child or young person
- The full name and address of any parent or carer with whom the child or young person lives
- At least one telephone number of the parent or carer with whom the child lives
- The full name and address of the parent or carer with whom the child or young person is going to live, and the date that the child or young person will start living there, if applicable
- The name of the child or young person's new school and the child or young person's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for the child or young person back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

## Child abduction and community safety incidents

For the purposes of this policy, "**child abduction**" is defined as the unauthorised removal or retention of a child or young person from a parent or anyone with legal responsibility for that child or young person. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with children or young people.

Children and young people will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

## Child criminal exploitation (CCE)

For the purposes of this policy, "**child criminal exploitation**" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that children involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that children of any gender are at risk of CCE.

Staff will be aware of the indicators that a child is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

## County lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, staff will be aware of the specific indicators that a child or young person may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of children with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a child or young person may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

## Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children or young people to the National Crime Agency’s Cyber Choices programme.

## Child sexual exploitation (CSE)

For the purposes of this policy, “**child sexual exploitation**” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any children and young people who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes children and young people aged 16 and above who can legally consent to sexual activity. The school will also recognise that children and young people may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

Staff will be aware of the key indicators that a children and young people is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a child or young person may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

## FGM

For the purposes of this policy, “**FGM**” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a child or young person being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school’s procedures relating to managing cases of FGM and protecting children and young people will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a child under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine children, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that children may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the child or young person. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a child or young person may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The child or young person coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the child:

- Having difficulty walking, sitting or standing.



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

FGM is included in the definition of “**honour-based’ abuse (HBA)**”, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

**Virginity testing** - Also known as hymen, ‘2-finger’ or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

**Hymenoplasty** - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands’ family to fulfil the requirement that a woman remains ‘pure’ before marriage. Those who ‘fail’ to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate children and young people about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where children and young people feel safe enough to make a disclosure.

Children aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a child is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A child or young person is known to have requested either procedure or asks for help
- Family members disclose that the child or young person has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the child or young person is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A child or young person has already experienced or is at risk of other forms of HBA
- A child or young person is already known to social services in relation to other safeguarding issues
- A child or young person discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A child or young person displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A child or young person appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in the quality of work, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the child or young person, including expediting arrangements for the procedure.

## Forced marriage

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a marriage to be forced.

All staff will be alert to the indicators that a child or young person is at risk of, or has undergone, forced marriage, including, but not limited to, the child or young person:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from the school by their parents or carers.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.

- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a child or young person who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or Headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or Headteacher will ensure the child or young person is spoken to privately about these concerns and further action taken as appropriate. Children and young people will always be listened to and their comments taken seriously.

It will be made clear to staff members that they should not approach the child or young person's family or those with influence in the community, without the express consent of the child or young person, as this will alert them to the concerns and may place them in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among children and young people.

If a child or young person is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The child or young person will be supported by the DSL and designated mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and CSCS.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether children and young people at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where children feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the curriculum and environment – in particular, the R(S)HE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to children and young people. Children and young people will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

## Radicalisation

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

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting children and young people from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of children and young people from being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in children and young people’s behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify children or young people who may be at risk of radicalisation and act appropriately, which may include contacting the DSL and making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents, carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the child or young person’s parents, unless the school has reason to believe that the child or young person would be placed at risk (or increased risk) as a result.

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

### **The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all academies are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s safeguarding obligations.

The procedures for carrying out the Prevent duty, including how school will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

### **Children and young people with family members in prison**

Children and young people with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison?](#)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

### **Children and young people required to give evidence in court**

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

Primary-aged children will be provided with the booklet ‘[Going to Court](#)’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Secondary-aged young people and sixth formers will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children and young people whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how children and young people's experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a child or young person that is also a safeguarding concern will act in line with this policy and speak to the DSL or DDSL(s) as well as the Designated Mental Health Lead.

The school will access a range of advice to help them identify children and young people in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

## Serious violence

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

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

Staff will be made aware of some of the most significant risk factors that could increase a child or young person's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from their school.
- Having been permanently excluded.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

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

## Appendix 2: Staff Disqualification Declaration

Name	
Role	

As part of our duty to safeguard pupils, we need to check whether you have been disqualified from caring for children. Please answer the questions and sign both of the declarations below.

Please note that you are not required to disclose convictions or cautions that are 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

### Self-declaration

<p>Have any orders relating to the care of children, as set out in schedule 1 of the Childcare (Disqualification) Regulations 2009, been made in respect of you?</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Orders disqualifying you from caring for children</li> <li>• Orders disqualifying you from private fostering</li> <li>• Any refusal of an application for you to be registered in relation to a children's home</li> <li>• Care/child protection orders issued in respect of a child in your care</li> </ul>	<b>Yes/No</b>
<p>Have you been convicted of committing, or been given a caution, reprimand or warning since 6 April 2007 for, any offences set out in schedules 2 and 3 of the Childcare (Disqualification) Regulations 2009?</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Any offence against or involving a child</li> <li>• Any sexual offence</li> <li>• Any violent offence, i.e. murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH), or grievous bodily harm (GBH)</li> </ul>	<b>Yes/No</b>
<p>Have you been barred from working in regulated activity with children (i.e. are you included on the Disclosure and Barring Service Children's Barred List)?</p>	<b>Yes/No</b>
<p>Have you committed an offence overseas which would have resulted in disqualification if it had occurred in the UK?</p>	<b>Yes/No</b>
<p>Please provide further information where you have answered 'Yes' to any of the questions above.</p> <p>.....</p> <p>.....</p> <p>I will make the school aware of any changes in my circumstances, including any cautions or convictions that affect my suitability to care for children.</p> <p>Signed:..... Date:.....</p>	

*Headteacher signature to confirm receipt:*

----- *Date:*

*Any subsequent action required as a result of information shared:*

*Headteacher Signature*----- *Date*