

# CHILD PROTECTION AND SAFEGUARDING POLICY

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Reviewed by: Mireille Everton

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01.09.19

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01.09.19

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Date: Mrs Katie Gedye  
01.9.19

Assistant Designated Safeguarding Lead  
Mr Stefan de Bruin

Nominated Governor:  
Date: Mrs Faith Matthews  
01.9.19

Any safeguarding concern relating to a child should always be acted upon, either contacting the Designated Safeguarding Lead, one of the Deputies, or directly to [lado@warwickshire.gcsx.gov.uk](mailto:lado@warwickshire.gcsx.gov.uk) :

**Safeguarding is everyone's responsibility.**

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This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the following policies:

Conduct Policy 69, Safer Recruitment Policy 68, Complaints Policy 54, Behaviour Policy 24 & ICT Policy 21 and Anti-Bullying 30.

The school's safeguarding arrangements are inspected by ISI under the judgements for leadership & management and also impact the judgement on the personal development, behaviour and welfare of children and learners.

This policy is available on the school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in school. It is also issued to all staff and volunteers on annual basis along with the current KCSIE guidance.

## **POLICY STATEMENT AND PRINCIPLES**

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

The school's safeguarding arrangements are inspected by ISI under the judgements for behaviour & safety and leadership & management.

Our core safeguarding principles are:

- 1 the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- 1 children who are safe and feel safe are better equipped to learn;
- 1 the school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff and Governors will therefore be involved in policy development and review;
- 1 policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review;
- 1 if, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage;
- 1 all staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests** of the child.

## **Boarding**

As a school which has boarding at its core, the safeguarding of boarders is of special importance and significance. Although the procedures and principles of safeguarding apply equally to day pupils and to boarders, the critical role of the school in the life and personal development of boarders cannot and must not be underestimated; there may well be more pressures and issues going on in their lives, and within the boarding houses there will be opportunities for potential disclosure beyond what might be shared during the school day.

## **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, including temporary staff and volunteers, and Governors and are consistent with those of Safeguarding Warwickshire.

### **Policy principles:**

- 1 Welfare of the child is paramount
- 1 All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- 1 All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- 1 Pupils and staff involved in child protection issues will receive appropriate support

### **Policy aims:**

- 1 To put in place mechanisms to assist staff to understand their role and discharge their safeguarding and child protection responsibilities as set out in Part 1 of KCSIE (September 2019)
- 1 To ensure consistent good practice
- 1 To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- 1 To contribute to the school's safeguarding portfolio

## **Terminology**

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

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

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

**Child** includes everyone under the age of 18.

## SAFEGUARDING LEGISLATION AND GUIDANCE

**Academies, free schools, independent schools, alternative providers of education** - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

-  The **Teachers' Standards 2012** state that teachers, including Headmasters, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.
-  The statutory guidance *Working Together to Safeguard Children* (DfE 2019) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools. From September 2019 the LSCBs will be replaced by a team from the LA.
-  The statutory guidance *Keeping Children Safe in Education* (DfE September 2019) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards ) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff should read Part One of this guidance and confirm in writing that they have read it. Staff can find a copy in the Masteries.
-  All staff must read Part One of **Keeping Children Safe in Education 2019** including **Annex A**. Staff can find a copy in on the school electronic Common Area. In addition, all staff who work directly with children must read Annex A of the 30 page précis KCSIE document.

Research suggests that around 20 per cent of children will suffer some form of abuse and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse. 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people, mainly adolescents. One child in six is exposed to violence in the home and disabled children are three

times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Sexual violence and sexual harassment can occur between two children of **any age and sex (peer on peer abuse)**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

37% of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school. 24% of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school. 14% of girls and 7% of boys report that their partner has pressured them to share nude images of themselves. Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online.

Staff should be aware of the issue of 'upskirting' (attempting to take a photograph under items of clothing) which is now (2019) a criminal offence.

Staff should also be aware of their legal duty to report to the police any disclosure of FGM.

Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Staff should also be aware of students showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

## ROLES AND RESPONSIBILITIES

### Key personnel

**The Designated Safeguarding Lead (DSL) from 01/09/2019 is** Mireille Everton

Contact details: email: [meverton@biltongrange.co.uk](mailto:meverton@biltongrange.co.uk) Tel: 01788 810180

**The Deputy Designated Safeguarding Lead is** Katie Gedye (with specific responsibility for The Nest (3+) and Reception – Year 3)

Contact details: email: [kgedye@biltongrange.co.uk](mailto:kgedye@biltongrange.co.uk) Tel: 01788 810287

**The Assistant Safeguarding Lead is** Stefan DeBruin [sdb@biltongrange.co.uk](mailto:sdb@biltongrange.co.uk)

**Other staff trained to undertake the functions of the designated safeguarding lead are:**

Alex Osiatynski, Headmaster

Contact details: email: [headmaster@biltongrange.co.uk](mailto:headmaster@biltongrange.co.uk) Tel: 01788 818208

**The nominated child protection Governor is** Mrs Faith Matthews

Contact details: email & telephone: Available from the Headmaster's PA Tel: 01788 818208

**The Headmaster is** Alex Osiatynski

Contact details: email: [headmaster@biltongrange.co.uk](mailto:headmaster@biltongrange.co.uk) Tel: 01788 818208

All schools are required to appoint a member of the senior leadership team to co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

### **The Designated Safeguarding Lead (DSL):**

- 1** is a senior member of staff from the school/college's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- 1** takes lead responsibility for safeguarding and child protection in the school/college, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies.
- 1** the role and responsibility is explicit in the role holder's job description.
- 1** is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- 1** acts as a source of support and expertise to the school community
- 1** encourages a culture of listening to children and taking account of their wishes and feelings
- 1** is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers

- 1 has a working knowledge of Safeguarding Warwickshire procedures
- 1 has an understanding of the Early Help process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention
- 1 keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- 1 refers cases of suspected abuse to Children's Social Care or Police as appropriate
- 1 notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation
- 1 ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- 1 where children leave the school, ensures the child protection file is passed securely to any new school or college as soon as possible but transferred separately from the main pupil file
- 1 attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings
- 1 coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- 1 develops effective links with relevant statutory and voluntary agencies including the WSCB
- 1 ensures that all staff sign to indicate that they have read and understood the child protection policy and staff code of conduct
- 1 has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraphs 49-52 (page 15) and Annex A of *Keeping Children Safe in Education 2019* (pages 78-90), ensuring that all staff receive necessary training, information and guidance
- 1 ensures that the child protection policy is regularly reviewed and updated annually
- 1 liaises with the nominated Governor and Headmaster as appropriate
- 1 keeps a record of staff attendance at child protection training
- 1 makes the child protection policy available publicly, i.e. on the school's website or by other means
- 1 ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- 1 ensures that the Headmaster is aware of the responsibility under *Working Together 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS); this includes any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. The DBS address for referrals is PO Box 181, Darlington DL1 9FA (01325 953795)
- 1 acts as case officer in the management of allegations concerning members of staff and volunteers, as directed by the head teacher.
- 1 ensures that the school holds more than one emergency contact number for every pupil/student
- 1 may delegate some responsibilities for safeguarding to one or more deputies, although ultimate lead responsibility for safeguarding lies with the DSL.

**The Deputy Designated Safeguarding Lead(s)** is/are appropriately trained to the same standard as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility is explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all of the functions of the DSL as above.

**The Governing Body** ensures that the school:

- 1 appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- 1 ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer;
- 1 ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Skype or other such media;
- 1 ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities;
- 1 has a child protection policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school's website or by other means;
- 1 has safeguarding arrangements which reflect local protocols for assessment and the Safeguarding Warwickshire threshold document;
- 1 has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headmaster and allegations against other children;
- 1 follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations;
- 1 develops an induction strategy that ensures all staff, including the Headmaster, and volunteers receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is updated regularly in line with any requirements of Safeguarding Warwickshire; that staff receive child protection updates at least annually, and that the DSL receives refresher training at two-yearly intervals;
- 1 develops a training strategy that ensures all staff, including the Headmaster, volunteers and Governors receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of Safeguarding warwickshire. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above;
- 1 provides opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy, in recognition of the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis;
- 1 ensures that all temporary staff and volunteers are made aware of the school's arrangements for

- child protection including the staff code of conduct;
- 1 appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training;
  - 1 contributes to inter-agency working and plans;
  - 1 participates in the early help process and offers to initiate Early Help Single Assessments for pupils/students with additional needs in order to provide a co-ordinated offer of early help;
  - 1 teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

The Governing Body nominates a member (normally the Chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headmaster.

The Governing Body also identifies a named Governor to take leadership responsibility for the school/college's safeguarding arrangements. That Governor will maintain regular contact with the DSL and will ensure that the Governing Body receives regular reports about safeguarding activity at the school/college.

It is the responsibility of the Governing Body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, Safeguarding Warwickshire and national guidance.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with Safeguarding Warwickshire and national guidance.

## **The Headmaster:**

- 1** ensures that the child protection policy and procedures are understood and implemented by all staff;
- 1** allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 1** supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe and those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- 1** ensures that all staff have the skills, knowledge and understanding necessary to keep Looked After and previously Looked After Children safe;
- 1** ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- 1** ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, and how to keep themselves safe at all times including when online, as part of a broad and balanced curriculum;
- 1** refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation;
- 1** ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer;
- 1** makes a report to Ofsted within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises;
- 1** appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

## **GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- 1 treating all pupils with respect
- 1 speaking to pupils with a respectful tone, rather than shouting or shaming
- 1 setting a good example by conducting ourselves appropriately
- 1 involving pupils in decisions that affect them
- 1 encouraging positive, respectful and safe behaviour among pupils
- 1 being a good listener
- 1 being alert to changes in pupils' behaviour and to signs of abuse and neglect
- 1 recognising that challenging behaviour may be an indicator of abuse
- 1 reading and understanding the school's child protection policy, code of conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- 1 asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- 1 maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- 1 not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- 1 making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; and
- 1 challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- 1 being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- 1 applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and Safeguarding Warwickshire guidance
- 1 referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- 1 following the school's rules with regard to communication with pupils and use of social media and online networking

**Please also refer to the school's Code of Conduct for all staff and volunteers.**

## **ABUSE OF TRUST**

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

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

The school's code of conduct sets out our expectations of staff and is signed by all staff members.

## CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances. Additional barriers may exist to recognising abuse and neglect in children with special educational needs (SEN) and disabilities. These may include: (i) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further investigation; (ii) children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and (iii) communication barriers and difficulties in overcoming these barriers.

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

- 1 disabled or have special educational needs
- 1 young carers
- 1 affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- 1 asylum seekers
- 1 looked after by the Local Authority, otherwise living away from home or were previously looked after
- 1 looked after by the Local Authority
- 1 otherwise living away from home
- 1 vulnerable to being bullied, or engaging in bullying behaviours
- 1 living in temporary accommodation
- 1 living transient lifestyles
- 1 living in chaotic and unsupportive home situations
- 1 vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- 1 involved directly or indirectly in child sexual exploitation (CSE)
- 1 do not have English as a first language
- 1 at risk of female genital mutilation (FGM) or forced marriage (the school will have regard to the KCSIE guidance issued in September 2019 and take action as appropriate)
- 1 at risk of becoming radicalised, involved in gangs and/or violent extremism (the school will have regard to the Working Together to Safeguard Children as recommended in the KCSIE guidance issued in September 2019, and take action as appropriate).

This list provides examples of additionally vulnerable groups and is not exhaustive.

We also have an enhanced duty of care to boarders, who may have potentially complex needs, and to whom a higher level of *in loco parentis* applies.

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- 1 to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- 1 to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- 1 where the misuse is suspected of being prompted by serious parent/carer drug misuse.

In all circumstances consideration will be given to the welfare of the child concerned, including referral for help and support in accordance with Section 17 Children Act 1989.

Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- 1 the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- 1 a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- 1 children not being provided with acceptable or consistent levels of social and health care;
- 1 children being exposed to criminal behaviour.

## EARLY HELP AND USE OF THE COMMON ASSESSMENT FRAMEWORK (EARLY HELP) PROCESS

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

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

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

If early help is appropriate, the Designated Safeguarding Lead (or Deputy DSL) will generally lead on liaising with other agencies and setting up an Early Help Assessment as appropriate. Other staff may be required to work directly with pupils and their families and to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead professional. The school is committed to working in partnership with children, parents and other agencies to:

- 1 identify situations in which children and/or their families would benefit from early help;
- 1 early help when that is appropriate, using the Early Help Assessment process; and
- 1 provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes;
- 1 ensuring all staff understand their role in identifying children who would benefit from early help and know what to do if they do identify such a child.

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

- 1 is disabled and has specific additional needs;
- 1 has special educational needs (whether or not they have a statutory education, health and care plan);
- 1 is a young carer;

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

The EARLY HELP process can only be effective if it is undertaken with the agreement of the child's parents/carers. The EARLY HELP should involve the child and family as well as all the professionals who are working with them.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help or the EARLY HELP process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

## Attendance

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

### 1. Children Missing from Education

The school operates in accordance with statutory guidance *Children Missing Education (DfE 2016)* All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

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

Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing repeatedly and/or are missing for periods during the school day.

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

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps \* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Warwickshire County Council 's Education and Learning Business Unit at 01926 742036 or via e mail to [cme@warwickshire.gcsx.gov.uk](mailto:cme@warwickshire.gcsx.gov.uk).

**\* Reasonable steps include:**

- 1 Telephone calls to all known contacts. Parents will be asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes.
- 1 Letters home (including recorded delivery)
- 1 Contact with other schools where siblings may be registered
- 1 Possible home visits where safe to do so
- 1 Enquiries to friends, neighbours etc. through school contacts
- 1 Enquiries with any other Service known to be involved with the
- 1 pupil/family
- 1 All contacts and outcomes to be recorded on the pupil's file

The school is required by law to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

The school (including academies and independent schools) is required to inform the Local Authority when they are about to remove a pupil's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the school to provide information about pupils who are going to be removed from the register at standard transition points.

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

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

Upon receipt of a referral from the school, the Local Authority will continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. the MASH,

Health services, Housing services. If this also fails to establish the pupil's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the pupil on the list of Children Missing from Education.

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

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

Pupils leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and pupils moving into Home Education. The latter will be formally notified to the Elective Home Education Service by the school as soon as written confirmation is received from the parent(s).

If no confirmation is received the above Missing Children procedures will apply.

## **2. Children who run away or go missing from home or care**

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

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

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

RHI's are undertaken by professionals who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their

consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

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

When necessary and in conjunction with the Local Authority, the school/college will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place.

The school/college will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school/college will contact the parent/carer and seek to secure their consent.

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

### **3. Helping children to keep themselves safe**

*Keeping Children Safe in Education 2019* requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

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

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

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

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

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

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

## **HELPING CHILDREN TO KEEP THEMSELVES SAFE**

Children are taught to understand and manage risk through our personal, social, health and economic education (PSHEE) lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Our 'Helping Hands' booklet is available in classrooms and central areas of the school and gives guidance on what to do if children are worried or are being bullied. It suggests people they can turn to for help in school and provides contact numbers for agencies such as Childline, Social Services and the School's GP. It also provides details of an Independent Listener who is known to the School. The 'Helping Hands' booklet is discussed with all children at the start of the academic year, as well as intermittently during the course of the year and, in particular, during Anti-bullying Week. The school wide introduction of Protective Behaviours serves to underpin the ethos of safety and seeking help.

## **SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE**

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

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

- 1 taking all suspicions and disclosures seriously
- 1 nominating a link person who will keep all parties informed and be the central point of contact
- 1 Where a member of staff is the subject of an allegation made by a pupil, concerns will be directed to the Headmaster to avoid conflict of interest or compartmentalisation of information
- 1 responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- 1 maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- 1 storing records securely
- 1 offering details of helplines, counselling or other avenues of external support
- 1 following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- 1 co-operating fully with relevant statutory agencies.

## **COMPLAINTS PROCEDURE**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the Headmaster, other members of the senior leadership team and Governors. An explanation of the complaints procedure is included in the safeguarding information for parents and pupils.

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

## **IF STAFF HAVE CONCERNS ABOUT A COLLEAGUE**

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

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

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

Concerns or complaints about the Headmaster should be reported to the Chair of Governors, whose contact details are displayed in the staff room for any member of staff to use in such an instance.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff room. The Designated Officer's contact details are displayed on the safeguarding noticeboard in the staff room.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00am and 8.00pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

All staff are trained annually to ensure that everyone working at the school is aware of this policy.

## ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected.

The school must not undertake its own investigation of allegations without prior consultation with the local authority designated officer (LADO); this will be done by a referral either via <http://www.warwickshire.gov.uk/concernsaboutpot> or via email to [lado@warwickshire.gcsx.gov.uk](mailto:lado@warwickshire.gcsx.gov.uk).

**As stated above, all allegations against staff and the DSL should be reported to the Headmaster. Allegations against the Headmaster should be reported to the Chair of Governors who would take appropriate action which include involving the DSL or the LADO. This contact will be made without the Headmaster being informed.**

**Staff may also report their concerns directly to Police or Children's Social Care (same contacts as above) if they believe direct reporting is necessary to secure action.**

Where a teacher has been dismissed (or would have been dismissed had he or she not resigned) consideration is given to making a referral to the Teacher Regulation Agency (TRA) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education (DfE, September 2019)* and Safeguarding Warwickshire's inter-agency safeguarding procedures, section 6 - *Managing Allegations Against People Who Work With Children*.

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

In accordance with *Keeping Children Safe in Education 2019* the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

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

The Designated Officer's contact number is **01926 743433**. Referrals to the Designated Officer should be submitted on a PoT MARF form and sent to [lado@warwickshire.gov.uk](mailto:lado@warwickshire.gov.uk).

NB it is the Headmaster/Principal's responsibility to contact and refer to the Designated Officer when necessary. The only exception is when the allegation is against the Headmaster/Principal, in which instance the nominated Governor will undertake that responsibility.

## STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff, Governors who will have direct contact with children, and volunteers will receive an explanation during their induction which will include:

- 1 the school's child protection policy
- 1 a copy of KCSIE Part 1 and the requirement to read this.
- 1 signs and symptoms of abuse and neglect
- 1 responding to disclosure of abuse or neglect by a child
- 1 reporting and recording arrangements
- 1 the staff code of conduct
- 1 the identity and role of the DSL and all Deputy DSLs
- 1 the school's behaviour policy
- 1 the school's safeguarding response to children who go missing from education.

NB all of the above will be explained **before** a new member of staff, Governor or volunteer has direct contact with children in school. The school's child protection policy and code of conduct will be sent with the letter confirming an appointment with a written requirement that the individual read the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them. They will also be given a copy of Part 1 of KCSIE and will sign to confirm that they have read it.

All staff, including the Headmaster and Governors will receive training that is regularly updated. That will consist of a half day training event every three years as a minimum (in accordance with WSCB requirements, termly up-dates at the start of every inset, but will also include thematic training from time to time during inset day, as well as regular discussions at staff meetings.

The DSL will attend training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up to date information about Safeguarding Warwickshire inter-agency procedures. The DSL will also be supported to access Safeguarding Warwickshire's inter-agency training as part of their continuing professional development.

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

In addition, the Headmaster and at least one Governor will attend safer recruitment training. Supply staff and other visiting staff will be asked to read the school's **Visitor Leaflet**.

## SAFER RECRUITMENT

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in *Keeping Children Safe in Education (September 2019)* together with Safeguarding Warwickshire and the school's *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- 1 complete an application form which includes their employment history
- 1 provide two referees, including at least one who can comment on the applicant's suitability to work with children
- 1 provide evidence of identity and qualifications
- 1 be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- 1 provide evidence of their right to work in the UK
- 1 be interviewed by a panel of at least two school leaders/Governors.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training. The Headmaster, the Headmaster's PA/HR Manager and one Governor have all undertaken safer recruitment training.

**Pre-Appointment Checks.** Having appointed the candidate, the following checks will be carried out prior to the start of employment, some of which may have been done as part of the selection process:

- 1 verify the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
- 1 obtain a certificate for an enhanced DBS check with barred list information
- 1 obtain a separate barred list check (List 99) if the individual will start work before the DBS certificate is available
- 1 check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
- 1 check for an EEA teacher sanction
- 1 carry out a S128 check for specified management roles
- 1 verify the candidate's mental and physical fitness to carry out their work responsibilities by means of a declaration signed by the prospective employee stating that the person is physically and mentally fit to discharge the responsibilities required for undertaking his/her role at Bilton Grange School
- 1 verify the person's right to work in the UK
- 1 if the person has lived or worked outside the UK, make any further appropriate checks
- 1 verify professional qualifications, as appropriate

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection policy, code of conduct, other issues as in section 15 of this policy and identification of their child protection training needs.

The school obtains written confirmation from supply agencies that they have satisfactorily undertaken all appropriate checks that the school would have undertaken if they were employing the individual directly.

The school maintains a single central record of recruitment checks undertaken.

### **Volunteers**

Volunteers, including Governors, will undergo checks commensurate with their work in the school and contact with pupils.

### **Supervised volunteers**

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

### **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. The school will always check the identity of contractors and their staff on arrival at the school.

For further information on safer recruitment including all the checks carried out as part of the recruitment process, see Policy 68 (Recruitment).

## **SITE SECURITY**

Because we have an open site, we take the security of our children extremely seriously. We have a number of security measures in place to protect the children, including extensive CCTV and door codes which are changed periodically. Full details can be found in Policy 46, Security.

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in unless they are remaining at school to attend for example a formal meeting with staff about their child.

All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headmaster will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## RECORD KEEPING

The school will maintain child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with that guidance, the school will:

- 1 keep clear detailed written records of concerns, discussions, decisions and the reasons for those decisions relating to children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- 1 keep records in a folder in a meticulous chronological order;
- 1 ensure all records are kept secure and in locked locations;
- 1 ensure records are reviewed regularly so that concerning patterns of behaviour can be spotted;
- 1 ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Child protection records will be maintained independently from the pupil's school file. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware. All records are forwarded to the pupils' destination school and no copy is kept.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child is the Safeguarding Warwickshire's pro forma *Logging A Concern About A Child's Safety And Welfare* (Form C) also known as the 'Green form'.

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headmaster or DSL, who will advise them to submit a Freedom of Information request for consideration.

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

## CONFIDENTIALITY AND INFORMATION SHARING

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

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

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Headmaster or – in the case of concerns about the Headmaster – to the Chair of Governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

**However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education 2019* emphasises that any member of staff can contact Children's Social Care if they are concerned about a child.**

Safeguarding Warwickshire's guidance of the Safeguarding Warwickshire's inter-agency child protection procedures can be accessed at [www.safeguardingwarwickshire.co.uk](http://www.safeguardingwarwickshire.co.uk)

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

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

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

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive

information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

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

The Data Protection Act and General Data Protection Regulation (GDPR) 2018 do not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

## **HEALTH AND SAFETY**

Our Health and Safety policy, set out in a separate document, is reviewed annually by the Governors. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. When school pupils attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

## PHOTOGRAPHY AND IMAGES

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

To protect pupils we will:

- 1 seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- 1 seek parental consent;
- 1 use only the pupil's first name with an image; ensure pupils are appropriately dressed and avoid pictures of pupils in bathing costumes;
- 1 encourage pupils to tell us if they are worried about any photographs that are taken of them
- 1 ensure that staff do not use their own cameras, phones or other equipment to record images of children in school or at school events, as outlined in the Staff Code of Conduct.

## ONLINE SAFETY

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

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

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

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

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. The school has in place appropriate filters and monitoring systems which both block access to and monitor attempts to reach inappropriate sites.

Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. The school hosts talks on e-safety offering advice to parents on the safe use of the internet and offers up-dates on developments in online safety via the web-site and letters to parents.

Staff receive training and guidance to enable them: to identify children who may be at risk of harm as a result of their or others' use of technology or the internet; to intervene in such cases appropriately and with sensitivity; and to escalate such cases in accordance with the schools' child protection procedures.

The safe use of technology is discussed with pupils in PSHEE, ICT, assemblies and other areas of the curriculum on a regular basis.

## **CHILD PROTECTION PROCEDURES**

### **Recognising abuse**

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

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

Abuse may be committed by adult men or women and by other children and young people.

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

### **Physical abuse**

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

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also

include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 31).

### **Neglect**

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

- 1 provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- 1 protect a child from physical and emotional harm or danger;
- 1 ensure adequate supervision (including the use of inadequate care-givers); or
- 1 ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHEE lessons.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children on page 33 of this policy.

### **Indicators of abuse**

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

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

A child who is being abused or neglected may:

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

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

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk. It is also important to refer pupil-on-pupil abuse to an external safeguarding agency when there are reasonable grounds that a child is or might be at risk of significant harm.**

### **Impact of abuse**

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

## **Taking action**

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

Key points for staff to remember when taking action are:

- 1 in an emergency take the action necessary to help the child, for example, call 999;
- 1 if a staff member notifies an outside agency such as the mash, they should then notify the DSL as soon as possible
- 1 report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- 1 do not start your own investigation;
- 1 share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- 1 complete a record of concern; and
- 1 seek support for yourself if you are distressed or need to debrief.

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask pupils if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

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

### **If a pupil discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault.

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

During their conversations with pupils staff will:

- 1 allow them to speak freely;
- 1 remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- 1 give reassuring nods or words of comfort – **'I'm glad you told me'; 'I believe you'; 'It's not your fault'; 'We are going to do something about it'**.
- 1 not be afraid of silences – staff must remember how hard this must be for the pupil;
- 1 **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this;
- 1 **(however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)**
- 1 at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;

- 1 not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- 1 avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- 1 tell the pupil what will happen next;
- 1 let the pupil know that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end of the day;
- 1 report verbally to the DSL;
- 1 write up their conversation as soon as possible on the Green form and hand it to the DSL; and
- 1 seek support if they feel distressed or need to debrief.

### **Notifying parents**

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

### **Making a referral to Children's Social Care**

*Keeping Children Safe in Education 2019* emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will make a referral to Children's Social Care (and if appropriate the Police) if it is believed that a pupil is suffering or is likely to suffer significant harm.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

*Keeping Children Safe in Education 2019* also emphasises that **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

### **Statutory assessments**

#### **Children in need**

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

### **Children suffering or likely to suffer significant harm**

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

## Submitting child protection referrals

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

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

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

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

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

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

## Staff reporting directly to child protection agencies

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

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

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

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

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

## What will Children's Social Care do?

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

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

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

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

## Bullying, peer on peer abuse and harmful sexual behaviour

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It is most likely to include, but not limited to:

- 1 bullying (including cyberbullying);
- 1 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- 1 sexual violence and sexual harassment;
- 1 gender-based violence
- 1 sexting (also known as youth produced sexual imagery); and
- 1 initiation-type violence and rituals.
- 1 upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school/college's anti-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHEE. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and peer on peer abuse proactively.

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

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. When dealing with abuse of pupils by other pupils, staff will be mindful of the potential for prejudice-based bullying; racist, disability, homophobic and transphobic abuse; gender-based violence and teenage relationship abuse. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

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

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

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

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

### **Contextual Safeguarding**

It is important for the school/college to consider the context within which peer on peer abuse occurs. This is known as contextual safeguarding, which is simply considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

These include the potential for bullying and peer on peer abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a school or college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet Centre** at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) and the **Internet Watch Foundation** at <https://www.iwf.org.uk/>.

### **Peer on peer sexual violence and sexual harassment**

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

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

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

### **What is sexual violence and sexual harassment?**

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

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

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

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

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

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

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

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

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school/college therefore

recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum.

### **Minimising the risk of sexual violence and sexual harassment at the school/college through a planned curriculum**

*This will vary from setting to setting and will be dependent upon phase but nursery and infant schools must be mindful of the principle that children of all ages need to learn about respect, consent, body autonomy and healthy relationships; and can harm other children.*

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

### **How the school/college will respond to reports of sexual violence and sexual harassment**

The school/college will respond to reports in accordance with Part 5 of *Keeping Children Safe in Education 2018*.

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

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

Advice may also be sought from the Education Safeguarding Manager.

### **Risk assessment**

The risk and needs assessment will consider:

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

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

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

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school/college's initial response. Important considerations will include:

- 1 the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- 1 the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- 1 the ages of the children involved;
- 1 the developmental stages of the children involved;
- 1 any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- 1 if the alleged incident is a one-off or a sustained pattern of abuse;
- 1 whether there are ongoing risks to the victim, other children, adult students or school/college staff;

- 1 informing parents/carers unless this would put the victim at greater risk);
- 1 only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

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

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

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

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

## **Responding to the report**

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

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

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

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

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

### **1. Manage internally**

In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the child and her/his parents, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support.

Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation would also be undertaken.

### **2. Early help**

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

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

### **3. Referrals to Children's Social Care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school/college will make a referral Children's Social Care via the MASH. All instances of sexual activity between pupils/students on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care via the MASH. This will facilitate a consultation

about the role of the Police. Whilst the age of criminal responsibility is ten, the starting principle of reporting to the Police via the MASH remains. The Police will take a welfare, rather than a criminal justice, approach.

Schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

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

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

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

#### **4. Reporting to the Police**

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

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

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

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

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

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

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

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

### **Subsequent considerations**

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

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

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

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

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

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

Support will be tailored on a case-by-case basis. Support can include emotional and practical support for victims from Children and Young People's Independent Sexual Violence Advisors in the specialist sexual violence sector; provision of a designated trusted adult in the school/college of the student's choice to

talk to about their needs. Every effort will be made to avoid isolating the victim, in particular from supportive peer groups, but it is recognised that there may be times when a victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school/colleges will provide a physical space for the victim to withdraw.

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

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

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

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

### **Children with sexually harmful or inappropriate behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Members of staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole

school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care. The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by pupils inside and/or outside school.

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

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clearcut, the school may seek consultation and advice from SIBS and/or the Education Safeguarding Manager.

In deciding the most appropriate response, relevant considerations will include:

- 1 the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- 1 the context of the abusive behaviours;
- 1 the child/young person's development, family and social circumstances;
- 1 the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- 1 the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

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

### **Reporting directly to child protection agencies**

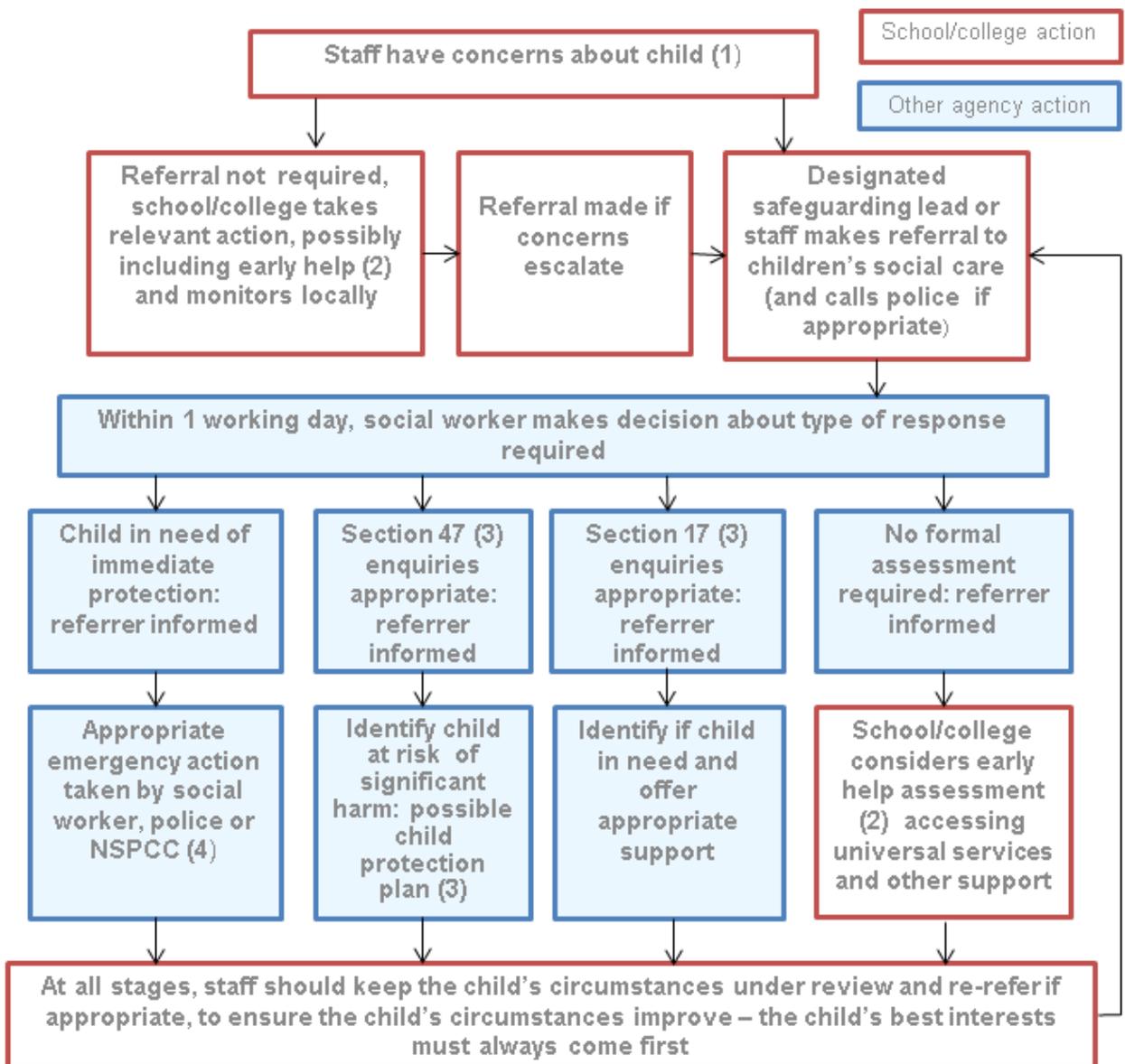
Staff should follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education September 2019*, they may also share information directly with Children's

Social Care and/or the Police if:

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

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

## Actions where there are concerns about a child



## SPECIFIC SAFEGUARDING ISSUES

All staff should be aware of potential safeguarding issues and should be aware that behaviours linked to drug taking, alcohol abuse, truancing and sexting put children in danger.

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues; for example, the NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>.

Further information about these specific safeguarding issues can be found in the document *Keeping Children Safe in Education, September 2019*

- 1 child missing from education
- 1 child missing from home or care
- 1 child sexual exploitation
- 1 bullying, including cyberbullying
- 1 domestic violence
- 1 drugs
- 1 fabricated or induced illness
- 1 faith abuse
- 1 female genital mutilation
- 1 forced marriage
- 1 gangs and youth violence
- 1 gender-based violence/violence against women and girls
- 1 hate
- 1 mental health
- 1 private fostering
- 1 preventing radicalisation
- 1 relationship abuse
- 1 sexting
- 1 trafficking
- 1 looked after children
- 1 young carers

### Child Missing from Education

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work closely with the Education Social Work Service when the patterns of absence are of concern.

All children, regardless of their circumstances, are entitled to a full-time education appropriate to their age, ability, aptitude and any special education needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are

missing education in their area. A child going missing from education is a potential indicator of abuse of neglect and therefore the School takes its responsibilities seriously in this matter.

Staff should follow School procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation. To help prevent the risk of a child going missing in the future, staff should look out of the individual triggers which could lead to a child going missing from education. These could in turn raise other safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage.

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

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps\* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to Warwickshire County Council's Children Missing Education (CME) Service.

The Children Missing Education Service can be contacted on 01926 742036 or by email to [carolhattee@warwickshire.gov.uk](mailto:carolhattee@warwickshire.gov.uk).

\*Reasonable steps include:

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

Upon receipt of a referral from the school, the CME Service will then continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. Housing. If this also fails to establish the pupil's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the pupil on the list of Children Missing from Education.

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

If the CME Service is able to contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at another school, the school will delete the child's name from its roll and transfer the child's educational records to the new school in the normal way. Any child protection

records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

### **Child sexual exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

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

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Victims of CSE can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

This form of criminal activity and exploitation is referred to as **County Lines**.

Indicators of child sexual exploitation and other associated criminal exploitation may include:

- 1 Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- 1 Gang-association and/or isolation from peers/social networks;
- 1 Exclusion or unexplained absences from school, college or work;
- 1 Leaving home/care without explanation and persistently going missing or returning late;
- 1 Excessive receipt of texts/phone calls;
- 1 Returning home under the influence of drugs/alcohol;
- 1 Inappropriate sexualised behaviour for age/sexually transmitted infections;
- 1 Evidence of/suspicions of physical or sexual assault;
- 1 Relationships with controlling or significantly older individuals or groups;
- 1 Multiple callers (unknown adults or peers);
- 1 Frequenting areas known for sex work;
- 1 Concerning use of internet or other social media;
- 1 Increasing secretiveness around behaviours; and
- 1 Self-harm or significant changes in emotional well-being.

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

- 1 Having a prior experience of neglect, physical and/or sexual abuse;
- 1 Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- 1 Recent bereavement or loss;
- 1 Social isolation or social difficulties;
- 1 Absence of a safe environment to explore sexuality;
- 1 Economic vulnerability;
- 1 Homelessness or insecure accommodation status;
- 1 Connections with other children and young people who are being sexually exploited;
- 1 Family members or other connections involved in adult sex work;
- 1 Having a physical or learning disability; and
- 1 Being looked after (particularly those in residential care and those with interrupted care histories).

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

All staff are made aware of the indicators of sexual exploitation and criminal – including county lines - exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children’s Social Care via the MASH (see sections 26 and 27 above) as with any other child protection concern and with particular reference to local safeguarding partnership Child Sexual Exploitation procedures. Parents will be consulted and notified as above.

Following a referral to Children’s Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under WSCB inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children’s Social Care as appropriate.

### **‘Honour based’ violence (HBV)**

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

All forms of HBV are abusive, regardless of the motivation, and should be handled and escalated as such. If any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Two specific examples of 'honour based' violence are female genital mutilation and forced marriage.

### **Female genital mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but, if two or more indicators are present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the document *FGM: Risk and Warning Signs* (available in the Safeguarding folder on the Common Area).

Once an act of FGM has been discovered, the member of staff should report it to the Police and to the LA in consultation with the DSL. Where an individual discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the Police (Section 74, Serious Crime Act 2015). Failure to do so would result in disciplinary sanctions. Whilst the individual who discovers the act of FGM should inform the DSL, it does not have to be the DSL who makes the referral. Any individual may make the referral. Section 5B(6) of the Female Genital Mutilation Act 2003 states that a teacher does not need to report a case to the Police if they know that another teacher has already reported the case.

Further information on FGM can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

(Multi-Agency Statutory Guidance on Female Genital Mutilation)

## **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form.

Teachers may be prohibited from teaching if they fail to report sexual exploitation, forced marriage and FGM.

## **Preventing Radicalisation**

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

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

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

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

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

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

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

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

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

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

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

The school expects all staff, volunteers, Governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website [www.educateagainsthate.com](http://www.educateagainsthate.com) informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

Bilton Grange follows the statutory Prevent guidance through:

- 1 Assessing the risk of a pupil/pupils being drawn into terrorism and operating a clear procedure for protecting children at risk of radicalisation;
- 1 Ensuring that the School's safeguarding arrangements take into account the policies and procedures of Safeguarding Warwickshire (i.e. working in partnership with Safeguarding Warwickshire). Engagement with parents / the family should also be considered as they are in a key position to spot the signs of radicalisation.
- 1 Training all staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas and to understand when it is appropriate to make a referral to the Channel programme. All teaching staff undertake an online Channel General Awareness course: ([http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)). The DSL undertakes further training to ensure they are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 1 Operating strict ICT protocols to help prevent pupils accessing terrorist and extremist material when accessing the Internet in School; by teaching children about how to stay safe when using the Internet and encouraging them to recognise that people are not always who they say they are online.

In addition, the Bilton Grange curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

If a member of staff has serious concerns that a pupil is being radicalised and/or drawn into extremism, they should immediately report their concerns to the DSL. A member of staff may also report their concerns directly to the Police at [preventengagement.team@warwickshire.pnn.police.uk](mailto:preventengagement.team@warwickshire.pnn.police.uk).

### **Peer on peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, initiation type violence, sexting and upskirting. It is important to note that 'abuse is abuse' and should never be tolerated or passed off as "banter" or "part of growing up".

If an allegation of abuse has been made, the allegation will be investigated and the School's policy on behaviour, discipline and sanctions will apply. Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the safeguarding reporting procedure will remain the same. Depending on the specific nature of the allegation, this policy will be read and acted upon in conjunction with the anti-bullying policy. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

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

Related safeguarding portfolio policies:

-  Staff code of conduct (including appropriate physical contact) - 69
-  Physical Restraint - 52
-  Good Behaviour - 24
-  Complaints procedure - 54
-  Anti-bullying - 30
-  Whistleblowing - 49
-  Learning Development (SEN) - 16
-  Recruitment and Selection of Employees – 68
-  Capability, Disciplinary and Grievance - 51
-  Discipline and Sanctions – 26
-  Health and Safety – 31
-  Education Visits (Trips) – 34
-  Boarding – 42, 43, 45, 47

## **SPECIAL CIRCUMSTANCES**

### **Looked after children after or were previously looked after**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

#### ***Care leavers***

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

#### **Children staying with host families**

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education July 2019*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

#### **Boarding Schools and Children's Homes**

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected.

#### ***Children and the court system***

*Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school/college will access guidance highlighted in *Keeping Children Safe in Education 2019*, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.*

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

### ***Children with family members in prison***

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

## **Domestic abuse**

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

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

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

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

## **Homelessness**

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

## APPENDIX 1

### Standards for Effective Child Protection Practice in Schools

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

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of local procedures so that information is passed on effectively to the relevant professionals;
5. Monitor children who have been identified as at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
6. Provide and support regular child protection training for **all** school staff, including Governors at least every three years and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account the guidance for Governors on sex and relationship education in circular 5/94;

9. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
10. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
11. Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
12. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education* and Safeguarding Warwickshire inter-agency child protection procedures;
13. Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and Governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
14. Ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes;
15. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education (2019)*.

## Reference Documents

Keeping Children Safe in Education (DfE September 2018)

Working Together to Safeguard Children (DfE 2017)

Safeguarding Warwickshire Inter-agency Safeguarding Procedures

<http://www.safeguardingwarwickshire.co.uk>

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

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

Adrian Over

Education Safeguarding Manager

Tel: 079 6622 4286 (if unavailable, please e mail as below)

[adrianover@warwickshire.gov.uk](mailto:adrianover@warwickshire.gov.uk)

Ann Seal

Taking Care Manager

Tel: 01926 742523

[annseal@warwickshire.gov.uk](mailto:annseal@warwickshire.gov.uk)

Education Safeguarding Service

Linda Fenn (Team Administrator) – 01926 742525; [lindafenn@warwickshire.gov.uk](mailto:lindafenn@warwickshire.gov.uk)

Sophie Morley (Training Administrator) - 01926 74 2601; [sophiemorley@warwickshire.gov.uk](mailto:sophiemorley@warwickshire.gov.uk)

However referrals should still be made via <http://www.warwickshire.gov.uk/concernsaboutpot> or by email to [lado@warwickshire.gcsx.gov.uk](mailto:lado@warwickshire.gcsx.gov.uk)