



**ORCHARD HOUSE**  
SCHOOL

# **Safeguarding and Child Protection Policy**

**September 2024**

## Safeguarding and Child Protection Policy

### Key external contact details

*NB. OHS Main School is situated in the Borough of Ealing whilst the Nursery is situated in the Borough of Hounslow*

<b>Local Authority Designated Officers (LADO)</b>	<p><b>Ealing</b> Natalie Cernuda <b>Tel:</b> 020 8825 8930 / 07890 940 241 <b>Email:</b> <a href="mailto:cernudan@ealing.gov.uk">cernudan@ealing.gov.uk</a> / <a href="mailto:asv@ealing.gov.uk">asv@ealing.gov.uk</a> Lisa Tingle – 020 8825 7262 <a href="mailto:tinglel@ealing.gov.uk">tinglel@ealing.gov.uk</a></p> <p><b>Hounslow</b> Grace Murphy <b>Tel:</b> 020 8583 4933 <b>Email:</b> <a href="mailto:grace.murphy@hounslow.gov.uk">grace.murphy@hounslow.gov.uk</a> <b>Working days:</b> Wednesday- Friday (9:00am-5:00pm) &amp; Sarah Paltenghi <b>Tel:</b> 020 8583 3423/ 07970 198 380 <b>Email:</b> <a href="mailto:sarah.paltenghi@hounslow.gov.uk">sarah.paltenghi@hounslow.gov.uk</a> <b>Working days:</b> Monday- Wednesday (9:00am-5:00pm)</p>
<b>Safeguarding Partnership Boards</b>	<p>Ealing Safe Children Partnership (ESCP) Hounslow Safeguarding Children Partnership (HSCP)</p> <p>Ealing Children’s Integrated Response Service (ECIRS): Advice line: 0208 8255236</p>
<b>Support and Advice about Extremism &amp; Prevent</b>	<p><b>Police</b> TEL: 101 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101</p> <p>Ealing Prevent co-ordinator: Nazia Matin: 0208 8258895 EMAIL: <a href="mailto:matinn@ealing.gov.uk">matinn@ealing.gov.uk</a></p> <p><b>Local Authorities: Ealing and Hounslow</b></p> <p><b>Department for Education</b> NON-EMERGENCY NUMBER: 020 7340 7264 and <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a></p>
<b>NSPCC Whistleblowing Advice Line</b>	<p>TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<b>Disclosure and Barring Service</b>	<p>TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a></p>
<b>Teaching Regulation Agency</b>	<p>TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a></p>
<b>OFSTED Safeguarding Children</b>	<p>TEL: 0300 123 4666 (Monday-Friday 8am to 6pm) EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a></p>

## Key school contact details

<p><b>Governors</b></p>	<p><b>Chair of Governors</b> Aatif Hassan TEL: 02036965300 EMAIL: <a href="mailto:Aatif.Hassan@dukeseducation.com">Aatif.Hassan@dukeseducation.com</a></p> <p><b>Nominated Safeguarding Governor</b> Libby Nicholas TEL: 07791953552 <a href="mailto:Libby.nicholas@dukeseducation.com">Libby.nicholas@dukeseducation.com</a></p>
<p><b>Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)</b></p>	<p><b>Main DSL for the School (Deputy Head/DSL)</b> Jessica Nettleton</p> <p><b>Deputy DSL (Newton Grove) (Assistant Head Pastoral)</b> Lisa Zackey</p> <p><b>Deputy DSL (Priory House) Head Pre Prep</b> Charlotte Hands-Wicks</p> <p><b>Deputy EYFS DSL (Rupert Road) Head of EYFS</b> Ros Brown</p> <p><b>Deputy DSL (Rupert Road) Head Nursery</b> Mercedes Remuiñan</p>
<p><b>Head</b></p>	<p>Henrietta Adams <a href="mailto:Henrietta.Adams@staff.orchardhs.org.uk">Henrietta.Adams@staff.orchardhs.org.uk</a></p>

## Relevant Statutory and Non-Statutory Advice.

This policy is written with regards to both the advice below and in Appendix 1, section 28 of this policy:

Keeping Children Safe in Education (KCSIE), DfE, <b>September 2024</b>	
KCSIE supplement – safeguarding and remote education	<a href="#">Non-statutory interim supplement to KCSIE: Safeguarding and remote education during coronavirus</a>
Disqualification Under the Childcare Act 2008 – updated <b>August 2018</b>	<a href="https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006">https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006</a>
Working Together to Safeguarding Children Updated <b>Feb 2024</b> WT refers to the non-statutory but important advice Information sharing (2018)	<a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
DfE statutory guidance ‘Children missing education’ (2024)	<a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a>
The Independent School Standards (England) Regulations, DfE, 2014. <b>Updated 2019</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf</a>
The National Minimum Standards for Boarding, DfE <b>updated 2022.</b>	<a href="https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards">https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards</a>
EYFS Framework <b>January 2024</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2024.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2024.pdf</a>
<b>DfE Guidance</b> <i>What to do if you're worried a child is being abused</i> ( <b>March 2015</b> )	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf</a>
RSE and Health Education <b>Updated 13<sup>th</sup> September 2021</b>	<a href="#">Relationships Education, Relationships and Sex education (RSE and Health Education (2019, Updated September 2021</a>
Prevent Duty 2015 – <b>Updated March 2024</b>	<a href="#">Prevent Duty: Guidance for England and Wales (July 2015, updated April 2021) (Prevent)</a>
NSPCC E-Safety Guidance for Schools <b>January 2024</b>	<a href="https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools">https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools</a>
Sexual Violence and sexual harassment between children in schools and colleges, <b>DFE, Sept 2021</b>	<a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>

## POLICY STATEMENT

This policy applies to Orchard House School ('the School') which includes the EYFS and Nursery settings. This policy is reviewed and updated annually (as a minimum) and is available on the School website, or on request from the school office or in person. This policy can be updated whenever needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including any lessons learnt. The school has a strong commitment to safeguarding.

Orchard House School does work with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

Please remember **anyone** can make a referral directly to children's social care or the Local Authority Designated Officer if they believe that a child is at risk or may be at risk of significant harm.

Our **school** staff do not require parental consent to make such a referral to external statutory agencies. If a direct referral is made by a member of staff, the DSL should also be informed as soon as possible or in their absence the **Head** or our safeguarding governor, Libby Nicholas (07791 953 552).

## Aims

The aims of this policy are:

- To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the locally agreed inter-agency procedures of ECIRS Safeguarding Children's Partnership.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, as well as support for those children.
- To identify, monitor and support those children who may be in need of Early Help including support from other agencies apart from Children's Services e.g., Child and Adolescent Mental Health Services (CAMHS)
- For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of children, including possible harm or abuse.
- For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers, visitors or contractors.
- To support children's development in ways that will foster security, confidence, and independence
- To be alert to the risks to young people online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in the school from potentially harmful and inappropriate online material. (Also see Digital Usage Policy)
- To emphasise the need for good levels of communication between all members of staff
- To promote effective working relationships with other agencies.
- To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with guidance in Keeping Children Safe in Education (September 2024) ("KCSIE") and Disqualification under the Childcare Act 2006 (September 2018).

The school will also create a positive ethos to:

- Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to.
- Ensure staff are confident to report any concerns and to deal with any disclosures.
- Provide early help to children and their families.
- Have methods in place which make it easy for children to report concerns as well as ensuring that all children know they can talk to any adult in the school if they are worried.
- Include opportunities in the curriculum for age appropriate personal, social, health and citizenship education (PSHCE) and Relationships & Sex Education for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.

## The Designated Safeguarding Lead

The school has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), Some of are members of the Senior Leadership Team and have the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

In accordance with the Early Years Foundation Stage (“EYFS”) statutory framework, Ros Brown and Anna Wilson are DSL’s for safeguarding in relation to pupils within the EYFS.

## Responsibilities of the DSL

The DSL’s role is to take lead responsibility for safeguarding and child protection matters in the School (including online safety). The DSL’s responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children’s services, the DBS, Channel and the police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School’s policies and procedures in practice. The DSL works with the governors to review and update the School’s safeguarding policy.

The DSL regularly reviews the School’s and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children’s services.

During term time, the DSL and / or a DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. If a DSL or DDSL is not available in person, they can be via phone or email as well as out of hours/out of term activities.

The DSL or Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with WT. “NPCC - When to call the police” can assist the DSL or Deputy DSL understand when they should consider calling the police and what to expect when they do. The DSL or DDSL will also be responsible for liaising with staff who have mental health training.

Whilst the Head should ensure that the policies and procedures adopted are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

The main responsibilities of the DSL are as detailed in KCSIE **Annex C**, but are also detailed below:

- To promote a culture of safeguarding so the welfare and best interests of children is embedded within all the school’s processes and procedures.
- To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies.
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- Immediately upon the receipt of any concerns, to act upon the report.
- To liaise with ESCP/HSCP Safeguarding Children’s Partnership and other neighbouring Children’s Services departments.
- To understand child protection processes, including Section 17 and Section 47 assessments under the Children’s Act (1989) and ‘Early Help’ processes.
- To ensure the safeguarding governor Libby Nicholas (07791953552) is informed about safeguarding concerns including any referrals.
- To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports.
- To be responsible for procedures in the school and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service.
- To provide a systematic means of monitoring and supporting children known or thought to be at risk of harm or where there are ongoing concerns.
- To promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked after children.
- To maintain a regular training programme for all members of the school staff and volunteers.
- To ensure all new staff receive induction training in safeguarding and understand their responsibilities as well as have received a copy of KCSIE Part 1 and / or Annex A.
- To ensure that all staff and governors have confirmed that they have been provided with, read and understood a copy of the Safeguarding Policy (i.e., this document), KCSIE Part 1, Annex A as well as Annex B if they lead or manage or work directly with children.

- To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in KCSIE and in this policy.
- To ensure that when children leave the school that any child protection information is copied for the new educational provider within 5 days and transferred securely and separately from the main file.
- To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new pupil joining the school.
- To monitor the confidentiality, keeping and storage of records in relation to safeguarding. The school's hard copy records on child protection are kept locked in the DSL's office and are separated from routine pupil records. Access is restricted to the, DSL, and Deputy DSLs.
- To ensure the Safeguarding Policy is reviewed annually in conjunction with the Head, and the Board of Governors / Proprietor, such review to include its effectiveness in practice.
- To ensure the Safeguarding Policy is reviewed in the event of an incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect.
- To be responsible for overseeing online safety in the school with the support of the school's IT manager. The DSL will have responsibility for child protection processes (including online safety and understanding the filtering and monitoring systems and processes in place).
- To ensure the Safeguarding Policy is available to parents / carer, published on the school's website.
- To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that child or young person, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general school safeguarding issues.
- To ensure a termly report is sent to the Safeguarding Governor Libby Nicholas (07791953552) and the annual Safeguarding Audit is presented to the Governing Board.
- Be aware of the requirement that children investigated by the police whether the police are attending in school or interviewing the child at a police station, that an appropriate adult present. [www.safeguarding.link/pace](http://www.safeguarding.link/pace). (Annexe C, KCSIE 2024).

## Responsibilities of the Deputy DSLs

The Deputy DSLs are trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.

The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.

## Responsibilities of the Staff

- To provide a safe and supportive learning environment.
- To read and understand, Part 1 of Keeping Children Safe in Education and Annex A, as well as Annex B if the lead or manage or work directly with children.
- To read and understand the School's Safeguarding Policy and Procedures i.e. this document.
- To adhere to the school's Staff Code of Conduct ([Policy](#))
- To undertake regular safeguarding training, at least annually.
- To be alert to the signs of abuse and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately.
- To be aware that that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- To help pupils understand how to keep themselves safe and manage risk.
- To be alert to absenteeism of any children and inform the DSL of any concerns.
- To consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).
- To report to the Head any concerns about the conduct of adults, including low level concerns (this includes behaviour outside school that might indicate an individual is unsuitable to work with children).

## Responsibilities of the Head

- To promote an overarching culture of safeguarding so the welfare of children is embedded within all the school's processes and procedures operating with the best interests of the child at their heart.

- To have read and understood all parts of Keeping Children Safe in Education thereby ensuring that the school's policy and procedures follow statutory guidance.
- To ensure that KCSIE Part 1 (including Annex A) and the school's Safeguarding Policy are understood and implemented effectively by all staff, whether or not they directly work with children.
- To allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the school's Whistleblowing procedures.
- To ensure pupils are taught about keeping safe, including online.
- To ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.
- To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.
- To seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults.
- To undertake training on safer recruitment processes at regular intervals.
- To monitor the effectiveness of this policy and its procedures in liaison with the Safeguarding Governor Libby Nicholas (07791 953 552) and SLT and to remedy any deficiencies immediately.

## Responsibilities of the Board of Governors and Proprietor

- To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
- To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
- To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
- To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for the school's safeguarding arrangements.
- To ensure an appropriate senior member of staff, from the nursery, is appointed to the role of designated safeguarding lead.
- To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept 2024), Working Together and the requirements of the ECIRS Safeguarding Children's Partnership.
- To ensure the policy is available publicly on the school's website.
- To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken.
- To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Relationships & Sex Education Policy.
- To ensure that each Dukes organisation has a written behaviour policy and that it is made available to parents through a website or on request. The behaviour policy should take into account the guidance provided below: [\(Behaviour in Schools Guidance\)](#)
- To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
- To ensure that the school holds at least two emergency contact numbers for each child.
- To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the school's Single Central Record (SCR).
- To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.
- As part of this process, the Board of Governors will ensure that the school undertakes regular monitoring of filtering systems in place and regularly reviews their effectiveness. (KCSIE 2024, paragraph 141).
- The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- The Governing Body will ensure there are policies and procedures in place regarding pupils accessing the internet in school. The Governing Body will be doing all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Governing Body will ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The Governing body will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor Libby Nicholas (07791953552) and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Head.



- Governing Bodies and proprietors should ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. (KCSIE 2024, paragraph 81).
- Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to *filtering and monitoring* – see para 141 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
- The Proprietor and the Board of Governors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their multi-agency safeguarding arrangements.
- Governors of independent schools as non-public entities however do not have to follow requirement as laid down in the Public Sector Equality Duty (PSED). (KCSIE 2024, paragraph 82).

## Children with special educational needs and disabilities (SEND)

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse including those with physical health issues. Such children are also more prone to peer group isolation or bullying.

Staff will be aware that:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or have taken place.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers may exist and difficulties in overcoming these barriers.

## What to do when there are concerns or if a child makes a disclosure

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

It is important that children receive the right help at the right time to address risks and prevent issues escalating.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

It is therefore vital that all staff understand their responsibility to:

- Listen carefully and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression by our staff that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Our staff will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them. (KCSIE 2024, paragraph 469).
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and /or they may not recognise their experiences as harmful.
- For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE 2024, paragraph 19).

- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- Do not cross question the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.
- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class.
  
- If a pupil wants to show you his or her injuries, please try and insist that this must wait for a health professional to make an assessment. No child or pupil should be asked to undress to show their injuries to a member of staff.
  
- Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.
  
- If a concern or disclosure involves technology or online images staff must follow the specific advice in this policy.

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive.

It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change in pupil's art or written work which may show signs of confusion or distress.

Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse, or mental health. If there is any concern at all the incidents must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately. Parents are encouraged to raise any concerns directly with the DSL at the School, if necessary, using this Safeguarding Policy for concerns about the safety and/or welfare of children. Parents may contact the DFE helpline for advice or support.

Staff may speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or may enter their concern straight on to CPOMS for attention by the DSL.

In either case, reporting a concern must not be delayed and must be reported as soon as possible and no later than the same working day. (also see section on recording concerns)

In all instances, a written record must be made by the member of staff on CPOMS, which all staff have access to.

Any member of staff who cannot access CPOMS for any reason must always contact the DSL directly, and without delay.

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL").

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their

concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart.

**Appendix 1** of this policy give details of some of the types of abuse and safeguarding issues with which staff should be familiar.

## Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

## What staff should do if a child is in danger or at risk of harm

If staff (including governors, supply staff, contractors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. *Anyone can make a referral.* Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. *Parental consent is not needed for referrals to external statutory agencies such as the police and children's social care.* If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Executive is ESCP/HSCP. A full copy of their local procedures can be found at:

ESCP: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0>

HSCP: <https://www.hscb.org.uk/>

## What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or, in non-urgent cases where police advice is sought then contact should be via 101 or 01223 358 966. The Department of Education has also set up a direct telephone helpline for staff to raise concern around prevent (02073407264) Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

## What staff should do if they discover an act of Female Genital Mutilation ("FGM")

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

## What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or

groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they must speak with the School's DSL (or one of the DDSLs in their absence) to agree a course of action, although staff can make a direct referral to children's social care.

## How should staff respond to an incident of nudes and semi-nudes being shared by pupils

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL immediately.

The DSL will follow the guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (March 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

## What staff should do if a child goes missing from education

Children who go missing from education, or are absent from school, particularly persistently, can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse, and child sexual and/or criminal exploitation. It is therefore important that the School's response to such absence supports identifying such abuse and helps prevent the risk of them going missing in the future.

The School's procedures for unauthorised absence and for dealing with children who go missing from education are found in the Missing Pupil Policy to be used for searching for, and if necessary, reporting, any pupil missing from education. Further details can also be found at Appendix 1 of this policy. ([Policy](#))

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The School will report to ESCP/HSCP a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

## What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

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

## What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

## What staff should do if they have safeguarding concerns about another staff member

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Head. The school will not investigate any allegation or concern without first referring to the LADO for further advice or action. Where there is a conflict of interest in reporting the matter to the Head, the LADO can be contacted directly. Where there are concerns or allegations of abuse made against the Head, this should be referred to the Chair /or Safeguarding Governor Libby Nicholas (07791953552) who will then inform the LADO (Ealing: Natalie Cernuda. Tel: 020 8825 8930 / 07890 940 241 or Hounslow: Grace Murphy Tel: 020 8583 4933).

## What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures - ([Policy](#)). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Where there are concerns staff and volunteers can contact the Safeguarding Governor Libby Nicholas (07791 953 552).

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line 0800 800 5000.

## Procedures for pupils to report concerns

The school has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

Pupils are encouraged to use the 'Worrybox' to share any concerns that they may have. The box is checked at least weekly, and Form teachers address these concerns with the children. They also have the option to raise any concerns half-termly when they complete the pastoral plan which is looked at by Form teachers and the Head of Pastoral.

There are Childline posters around school saying and children are reminded regularly in assemblies and PSHCEE lessons on who they can speak to and that we are all here to help.

## Support for staff

The school recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call **0800 028 0285** or email [help@nspcc.org](mailto:help@nspcc.org).

**The Employee Assistance Programme (EAP)** <https://healthassuredeap.co.uk/> and use the following to log in: User ID – *Dukes* / Password – *eap*

**Claire Little Director of People, Dukes Education Group (07971 550374)**

## Recording Safeguarding Concerns

- Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight, and respectful challenge, as well as effective recording, reporting and monitoring systems.
- All staff have an appropriate level of access to CPOMS which enables them to record concerns. The DSL and Deputy DSL have full access to enable them to record actions and store all safeguarding records securely.
- All safeguarding concerns must be recorded on CPOMS, the school's management system for safeguarding.
- If the DSL is not available for any reason the Deputy DSLs must be contacted to deal with the concern initially.
- With regard to any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.
- The record should include the date, time, and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.
- The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.
- Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.
- The record should contain facts and information only, taking care to avoid personal opinion.
- Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.
- If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on **CPOMS**.
- The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.
- It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern.
- This type of recording also allows information from various members of staff to be collated.
- Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

## DSL Action on receipt of a concern about a child

On receipt of the safeguarding report, the DSL must record the decisions made and action taken.

Action will depend on the nature of the concern. It may include one or more of the following:

- Monitoring the pupil in school
- A discussion with parents
- Early Help intervention from the school and/or another agency
- Referral to Children's Services
- Referral to the LADO
- Report to the police

The member(s) of staff making the report will be informed by the DSL of the action taken.

If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

## Preserving evidence

- All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be preserved.
- If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.
- Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means. This is particularly important if images involving 'nudes' or 'semi-nudes' are found, as to do so is a criminal offence.
- If the imagery has already been viewed by accident (e.g., if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
- Do not delete the imagery or ask the pupil to delete it.
- Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
- Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any pupil(s) involved.
- Do explain that you need to report it and reassure them that they will receive support and help.
- Report the matter to the DSL immediately.
- Also see DfE Searching Screening and Confiscation Advice for schools and the UKCIS Education Group Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared.

## Child protection records

- Safeguarding records are kept securely on CPOMS.
- There is a clear, detailed chronology for each pupil where concerns have been raised.
- Written records are kept of all concerns, whether or not there is a need to refer the matter to Children's Services or another agency.
- If a referral to Children's Services is thought to be required, the DSL will usually contact the local authority for advice prior to notifying parents.
- All discussions with the local authority along with the decisions made and the reasons for those decisions are recorded in writing on CPOMS.
- The Ealing or Hounslow SCP has its own referral form which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the local authority must be retained.
- Minutes of any case conferences or discussions with social workers or other professionals involved with the pupil will be retained in the pupil's file and will be scanned into CPOMS.
- Any new concern or information about a pupil who has active involvement with Children's Services must be passed to the pupil's allocated social worker without delay.
- Any new concern or information about a pupil who has had previous involvement with Children's Services must be passed to Children's Services without delay.
- If a pupil moves to another school, all child protection records are transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received.
- Parental permission is not required for records to be shared with the new school.

- On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.
- Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.

## Information sharing

Information will be shared according to the HM Government guidance Information Sharing (July 2018.)

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. KCSIE 2024, paragraph – 120).

The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil. Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

- Necessary and proportionate - Any information shared must be proportionate to the need and level of risk.
- Relevant - Only information that is relevant to the purposes should be shared with those who need it.
- Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- Timely - Information should be shared in a timely fashion to reduce the risk of harm.
- Secure - Wherever possible, information should be shared in an appropriate, secure way.
- Record - Information sharing decisions should be recorded whether or not the decision is taken to share.
- Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk. (KCSIE 2024, paragraph 119).

## Communication with parents/carers

- All parents are aware from the school's Parents' Handbook and publication of this policy on the school's website that the school has a Safeguarding Policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse.
- From this policy and from posters in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.
- The school will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the child as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.
- The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take.
- Referrals to Children's Services or the LADO (or initial advice from either service) **do not require prior parental consent**. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.
- If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.
- If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.
- If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

## Referrals to Children's Services and/or other agencies

Referrals about an individual pupil must be made to the borough in which the pupil resides. However, advice may always be obtained from the Children's Services department of the school's local authority, regardless of the where the pupil resides.



Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. (KCSIE 2024, paragraph 59).

## Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health, and care plan).
- Has a mental health need.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Has a family member in prison, or is affected by parental offending.
- Is experiencing, or is at risk of experiencing family ostracism.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from Early Help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the ESCP/HSCP referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If Early Help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

## Arrangements for dealing with child on child allegations (including child on child sexual violence and harassment)

Staff are required to report any concerns regarding Child on Child abuse immediately to the DSL or in their absence one of the DDSLs or the Head. Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

These arrangements apply to all reports and concerns of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of child on child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child on child abuse and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The SENDCo provides personalised notes for each pupil that are available to relevant staff who may be granted access rights. pupil These are fully briefed in the September INSET and as part of induction for new staff and updated throughout the year.

The SENDCo also works closely with class teachers to check on the wellbeing of the pupils. There are regular meetings where any pupil concerns are raised. All staff are trained to recognise Safeguarding indicators and the action the Safeguarding Policy to alert relevant members of Staff.

The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

The School takes the following steps to minimise the risk of child on child abuse:

- We are a Listening School where pupils are encouraged to express concerns, pertaining to their own safeguarding or that of other pupils, to any member of staff.
- Our PSHCEE/RSE programme covers e-safety, anti-bullying, age appropriate safeguarding and appropriate and respectful relationships.
- External programmes on e-safety and anti-bullying are given in the school.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the ESCP/HSCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the ESCP/HSCP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the ESCP/HSCP and/ or the Police as appropriate. The School will have regard to the procedures set out in KCSIE and the SVSH at all times.

## Ealing Safe Children Partnership (ESCP)/ Hounslow Safe Children Partnership (HSCP)

The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.

In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the SENDCo and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim
- Whether there may have been other victims
- The alleged perpetrator(s)
- All the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

## Staff Code of Conduct

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of all adults in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken. ([Policy](#))

Those staff who are involved in the provision of childcare, must ensure that they are not under the influence of *alcohol or drugs* when on duty. The Head of the EYFS / EYFS DSL will ensure appropriate action is taken and inform the Head immediately if there is a suspicion or staff have reported to them that they know someone to be under the influence of either substance. Any concerns by staff must be raised with the Head of the EYFS in the first instance or the if the Head of the Nursery is unavailable.

## Whistleblowing

It is recognised that pupils cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, which may include the attitude or actions of colleagues. All members of the school community have a duty to protect children and should they have concerns must make these concerns known to the Head. ([Policy](#))

## Arrangements for dealing with safeguarding concerns or allegations of abuse regarding teachers including supply staff and other staff (including the Head, Governors, Volunteers and contractors)

Please note that all other concerns about members of staff should be reported through the organisation's Whistleblowing Policy and / or Low-Level Concerns Policy.

If in any doubt, please speak with the Head, DSL or the Safeguarding Governor Libby Nicholas (07791 953 552) in the first instance.

The School's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and ESCP/HSCP arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.<sup>57</sup>

Allegations that do not meet the above harms test should be dealt with using the School's procedure for handling low level concerns set out in our Reporting Low Level Concerns Policy.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the Police.

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

When dealing with allegations about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly, and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head OR DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors or school proprietor. Where the Head OR DSL is the subject of the allegation or concern, they must not be informed of the allegation prior to contact with the Chair of Governors and designated officer
2. However, staff may consider discussing any concerns with the DSL and make any referral via them.
3. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.
4. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer and make a risk assessment of the situation. It may be necessary for the designated officer to make a referral to children's social care.
5. When to inform the individual, who is the subject of the allegation will be considered on a case by case basis and with guidance from the designated officer, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
6. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, WT and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will confirm the decision within one working day, and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

7. Where further enquiries are required to enable a decision about how to proceed, the designated officer and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
8. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
9. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
11. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

## Reporting an allegation or concern

- Staff must never think that abuse by an adult is not possible in this **school**, or immediately disbelieve an accusation against someone who is known well and trusted.
- A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this immediately to the **Head**, unless the **Head**, is the one against whom the allegation is made.

- An allegation against the Head, should be reported to the Safeguarding Governor Libby Nicholas (07791953552), without notifying the Head, first.
- In the Head, an allegation against a member of staff must be reported to the Safeguarding Governor Libby Nicholas (07791953552) and in their absence the **Chairman of Dukes Education, Mr Aatif Hassan**.
- In any instance where there may be a conflict of interest about reporting an allegation or concern to the Head, or to the Safeguarding Governor, the **Chairman of Dukes Education – Mr Aatif Hassan** should be **contacted directly** and without hesitation. He will then contact the LADO immediately for further advice.
- Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

## Low-Level Concerns

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff.

The aim of code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct at all times. ([Code of Conduct Policy](#))

- A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the **Staff Code of Conduct**, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.
- Examples of such behaviour could include, but are not limited to:
  - Being over friendly with children
  - Having favourites
  - Taking photographs of children on their mobile phone/other device
  - Engaging with a child on a 1:1 basis in a secluded area or behind a closed door
  - Using inappropriate sexualised, intimidating, or offensive language
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols.
- Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation.
- Staff must report any low-level concerns whatsoever to the Head, DSL and Safeguarding Governor Libby Nicholas (07791 953 552).
- The Head will be the ultimate decision maker in respect of all low-level concerns. The Head may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises. (KCSIE 2024).
- Staff are also encouraged, and to feel confident if the need arises, for them to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- When a low-level concern has been raised by a third party, the Head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.
- The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- All low-level concerns will be recorded in writing. The record will include:
  1. Details of the concern
  2. The context in which it arose
  3. Evidence collected by the Head where the concern has been raised via a third party
  4. The decision categorising the type of behaviour
  5. Action taken
  6. The rationale for decisions and action taken
  7. The name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)
- Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.
- The purpose of low-level reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.
- Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified. (KCSIE 2024, paragraph 433).
- A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in school's Whistleblowing Policy.
- If there is any doubt as to whether a low-level concern meets the harms threshold, then the **Head** will consult with the LADO. (KCSIE 2024, paragraph 434). ([Policy](#))

## Safer recruitment

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and is set out in the School's Safer Recruitment Policy.

The School's procedures for managing contractors attending the School site. All contractors are accompanied by the site manager.

All staff are checked as to their suitability. These checks include

- The taking up of references.
- Verification of identity.
- Verification of right to work in the UK.
- Where appropriate, verification of qualifications.
- Where appropriate, overseas police checks.
- (A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity.
- A self-declaration to ensure compliance with disqualification regulations made under the Childcare Act 2006.
- For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.

- For staff engaged in teaching duties, a check that the teacher is not subject to a prohibition order issued by the Secretary of State.
- Where appropriate, a check that there is no teacher prohibition order issued by any overseas professional authority.
- Where appropriate, an overseas criminal record check(s).
- Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school.
- A medical fitness questionnaire and / or medical self-declaration.

## Staff Training

All staff are required to read, at least annually, the Safeguarding Policy (i.e this policy) and the Staff Code of Conduct and they must **sign to confirm they have done so**.

All staff are required to read and understand the guidance for staff in **Part 1 and Annex A of** and they must **sign to confirm they have done so**. Annex A is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

Every member of staff receives comprehensive training in safeguarding, online safety and harmful sexual behaviours (including child-on-child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, INSET, Staff Bulletins and staff meetings.

Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.

All new staff will be provided with induction training that includes:

- The **child protection policy** (including the policy and procedures to deal with child on child abuse);
- The **role and identity of the DSL and any DDSL**;
- The **behaviour policy** (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- The **staff code of conduct** including the School's **whistleblowing procedure** and the acceptable use of **digital usage policy**, staff/pupil relationships and communications including the use of social media;
- The safeguarding response to **children who go missing from education** (CME procedures);
- The **anti-bullying policy and prevent training**

Temporary staff and volunteers are provided with a copy of the schools safeguarding leaflet outlining our policy and procedures.

## DSL and DDSLs Training

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the ESCP/HSCP approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The DDSL is trained to the same level as the DSL.



## Governor Training

The Board of Governors will ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction.

This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated. (KCSIE 2024, paragraph 81).  
The governor responsible for safeguarding has received safeguarding training specifically.

## Filtering and Monitoring Systems

It is the responsibility of the DSL to understand the filtering and monitoring systems in place at school and the DSL must ensure that all staff receive the appropriate safeguarding and child protection on this.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs. Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

## Information security and access management

Our organisation is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. KCSIE 2024, paragraph 144.

We take into account the guidance on e-security is from the National Education Network.

Where possible, we will consider meeting the Cyber security standards for schools and colleges.GOV.UK.

Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff:

<https://NCSC.GOV.UK>

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

## Online Safety

Our approach to online safety is reflected in this safeguarding policy, which includes appropriate filtering and monitoring on school devices and school networks.

Considering the 4Cs (below) provides the basis of an effective online policy for our organisation which covers:

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

**Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism,

radicalisation, and extremism.

**Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, then we will seek advice from the Anti-Phishing Working Group which can be found at: <https://apwg.org/>

Our organisation has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college may sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Our organisation does carefully consider how this is managed on our premises and have reflected this in our **mobile and smart technology policy** and this safeguarding policy.

## Relationships Education AND/OR Relationships and Sex Education (“RSE”)

The School will have regard to the DfE’s statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education AND/OR RSE.

Relationships Education AND/OR RSE will form part of the School’s PSHCEE programme.

## Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

## Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School’s responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker’s presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

The school will also ensure that all visiting speakers are provided with the school’s safeguarding leaflet outlining the schools’ policies and procedures, no visiting speaker will be with a pupil on their own and will always be supervised. All activities with pupils will be supervised, this includes performances. The school will only allow the school premises to be used for school events which the school has organised and supervised.

## Keeping Children Safe outside of our Organisation

When services or activities are provided separately by another body, The governing body will seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of our premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that our organisations should expect these providers to have in place is as below: <https://www.gov.uk/government/publications/alternative-provision>

## EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

### Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy. As part of safeguarding training all staff are instructed that they must not use their phones to hold any data, photos or personal information of any pupils.

Staff who wish to use take photographs or video of pupils (whether on a personal or School device) must first speak with the Head to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in School for any other reason must first speak with the Head. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head. There are clear posters displayed in the EYFS areas and corridors instructing visitors not to use mobile phones in the building.

## DDSLs for the EYFS

The practitioners designated for safeguarding children in the early years settings are Miss R Brown and Miss M Remuian. They will report all incidents to the DSL.

## Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

## Other documents informing the policy

1. Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (**Feb 2022**)

<https://saferrecruitmentconsortium.org/>

2. DfE guidance 'Teaching online safety in school' (January 2023)

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

3. *Mental health and behaviour in schools*: departmental advice (**June 2021**)

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

4. *When to call the police*, non-statutory guidance from the National Police Chiefs' Council

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

5. DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (July 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1062969/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf)

7. DfE *Searching Screening and Confiscation Advice for schools* - (**July 2022**)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8. UKCIS Education Group: *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (March 2024)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

9. *Designated teacher for looked after children* (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

10. *Counselling in schools: a blueprint for the future* (February 2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/497825/Counselling\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf)

11. UK Council for Internet Safety (UKCIS) guidance: *Education for a connected World* – **updated 2022**

<https://www.gov.uk/government/publications/education-for-a-connected-world>

12. The UKCIS **external visitors' guidance** will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

13. National Crime Agency's CEOP education programme: Thinkuknow

<https://www.thinkuknow.co.uk/>

14. Public Health England: *Every Mind Matters* – Sept 2020

<https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign>

15. Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. **Feb 2021**

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)

16. London Grid for Learning – undressed guidance,

[Undressed \(lgfl.net\)](https://www.lgfl.net/)

17. Force Marriage Unit resources

[Forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/forced-marriage)

18. Forced Marriage – The Right to Choose – 28<sup>th</sup> July 2022 updated guidance, updated April 2023.

[The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-right-to-choose)

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>

19. County Lines – disruption toolkit – 19<sup>th</sup> July 2022  
[Child exploitation disruption toolkit - GOV.UK \(www.gov.uk\)](#)

20. Operation Encompass  
The helpline is available 8AM to 1PM, Monday to Friday on **0204 513 9990** (charged at local rate).  
[Home : Operation Encompass](#)

## APPENDIX 1

Categories of abuse and Specific Safeguarding Issues

### **Definitions of Abuse**

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

Some staff may feel that the content of this appendix does not apply to them due to the age -range and nature of activity described.

However, all staff must be prepared to act on disclosures from any child or parent / carer which may be occurring or witnessed outside of their organisation.

Adults or young people from within or outside of their organisation may also commit inappropriate acts which are or can cause risk of harm to young people. Therefore, information in this section is deemed relevant to be read and understood by all.

It is therefore essential that all staff are familiar with the rest of the information contained in this policy and assume it would never occur in their establishment and if any doubt refer anything reported to the DSL in the first instance.

**KCSIE 2024** provides an updated definition of abuse as:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children 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 an adult or adults or by another child or children

**KCSIE** also states the following:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The DSL will ensure that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked.

Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

### **Categories of Abuse**

The main categories of abuse outlined in KCSIE, are

- (a) Physical abuse
- (b) Emotional abuse (including domestic abuse)
- (c) Sexual abuse
- (d) Neglect

### **Risk factors**

In an abusive relationship the child may

- (a) appear frightened or wary of the parent/s or other adult
- (b) act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

The parent or carer may

- (a) persistently avoid child health promotion services and treatment of the child's episodic illnesses
- (b) have unrealistic expectations of the child
- (c) frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- (d) be absent or misusing substances
- (e) persistently refuse to allow access on home visits
- (f) be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

### **Recognising signs of physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Protecting children from maltreatment, whether that is within or outside the home, including online.

The following are often regarded as indicators of concern:

- (a) an explanation which is inconsistent with an injury
- (b) several different explanations provided for an injury
- (c) unexplained delay in seeking treatment
- (d) the parents/carers are uninterested or undisturbed by an accident or injury
- (e) parents are absent without good reason when their child is presented for treatment
- (f) repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- (g) family use of different doctors and A&E departments
- (h) reluctance to give information or mention previous injuries
- (i) two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- (j) repeated or multiple bruising on the Head or on parts of the body unlikely to be injured accidentally

- (k) variation in colour, possibly indicating injuries caused at different times
- (l) the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
- (m) bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- (n) bruising around the face
- (o) grasp marks on small children
- (p) bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
- (q) bite marks
- (r) circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- (s) scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- (t) scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath
- (u) medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

### **Recognising signs of emotional abuse**

Another form of abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that he or she is worthless or unloved, inadequate, or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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, including domestic violence.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse may also indicate the presence of other forms of abuse.

The following may be indicators of emotional abuse:

- (a) developmental delay
- (b) abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either
- (c) indiscriminate attachment or failure to attach
- (d) aggressive behaviour towards others
- (e) scape-goated within the family
- (f) frozen watchfulness, particularly in pre-school children
- (g) low self-esteem and lack of confidence
- (h) withdrawn or seen as a "loner" – difficulty relating to others
- (i) reverting to younger behaviour
- (j) depression, withdrawal
- (k) fear of academic failure or 'getting things wrong'.

For further information on bullying, including cyber bullying, please see the school's Anti-bullying Policy.

### **Recognising signs of sexual abuse**

Sexual abuse (KCSIE) 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 the 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 (including via the internet). 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 (see KCSIE, Part Five).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- (a) inappropriate sexualised conduct
- (b) sexually explicit behaviour, play or conversation, inappropriate to the pupil's age
- (c) continual and inappropriate or excessive masturbation
- (d) self-harm (including eating disorders), self-mutilation and suicide attempts
- (e) involvement in prostitution or indiscriminate choice of sexual partners
- (f) an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- (a) pain or itching of genital area
- (b) blood on underclothes
- (c) pregnancy in a younger girl where the identity of the father is not disclosed
- (d) physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

### **Harmful Sexual Behaviour**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "*harmful sexual behaviour (HSB)*". The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

### **Signs of neglect**

Neglect may be defined as 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:

- (a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- (b) protect a child from physical and emotional harm or danger
- (c) ensure adequate supervision (including the use of inadequate caregivers)
- (d) ensure access to appropriate medical care or treatment.
- (e) be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

- (a) the child is dirty, smelly, poorly clothed or appears underfed
- (b) the child has lingering illnesses which are not attended to
- (c) there is a marked deterioration in schoolwork
- (d) the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
- (e) an air of 'detachment' or a 'don't care' attitude
- (f) overly compliant behaviour
- (g) a child who is reluctant to go home or is kept away from school for no apparent reason
- (h) 'tummy pains' with no medical reason



- (i) running away from home, suicide attempts
- (j) extreme anger, sadness or depression
- (k) child left with adults who are intoxicated or violent
- (l) child left alone for excessive periods
- (m) child thrives away from home environment.

### **Affluent neglect**

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing.

This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

### **Specific safeguarding issues**

Further safeguarding issues of which staff should be aware are detailed below.

Extensive guidance on a wide variety of specific issues can be found in **Annex B of KCSIE** and in other guidance listed at the end of this policy.

- Child abduction and community safety incidents
- children missing from education – also see Attendance Policy
- children and the court system
- Children missing from education
- Children with family members in prison
- child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)domestic abuse
- fabricated or induced illness
- Homelessness
- so-called ‘honour based’ abuse, female genital mutilation (FGM) and forced marriage
- mental health
- **child-on-child** abuse including:
  - Nudes/semi-nudes, youth produced sexual imagery
  - sexual violence and sexual harassment
  - up-skirting
  - Online behaviour and cybercrime
  - private fostering
  - Preventing radicalisation (including Channel)

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: **child-on-child** abuse; sexual violence and sexual harassment; online abuse, including imagery; domestic abuse; parents affected by drug or alcohol abuse; child sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health.

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

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

### **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.

There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides 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. The school may refer some parents and carers to this service where appropriate.

### **Children Absent from Education / Children who go missing from education.**

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Our organisation's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support which our organisation draws upon, includes:

Guidance on school attendance '*Working together to improve school attendance*' **updated May 2024** - including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1099677/Working\\_together\\_to\\_improve\\_school\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)

Children missing education - DfE statutory guidance – 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

Child missing from home or care - DfE statutory guidance 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf)

Children and adults missing strategy - Home Office strategy – 2011

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/117793/missing-persons-strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf)

All pupils are recorded on the school's admission register and their attendance is recorded in the daily attendance register.

Staff must be aware that repeated absence may be an indicator of can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.

All unexplained absences will be followed up in accordance with the **Attendance, Absence and Registration Policy**.

The local authority is informed of any child whose name is added to or deleted from the admission register at a non-standard transition point, i.e. joining the school other than in the Nursery in September or leaving at any time other than the end of the summer term of Year 6 in accordance with the requirements of the *Education (Pupil Registration) (England) Regulations 2006 (as amended)*.

If a pupil leaves the nursery / school, whether there are any concerns about that child / pupil or not, the nursery / school will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address and the date on which the family will be moving to it.

The school will also follow up directly by phone call or email with any future school to establish that the leaver has indeed turned up on day one at their intended destination.

If there are concerns about a pupil and a parent refuse to supply the information this may also result in a report to Children's Services.

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

However, our organisation will endeavour to deal with any unexplained or unusual patterns of attendance or absence well before this statutory requirement and on most occasions before a **continuous period of 5 days**.

If a pupil who has current involvement with Children's Services is absent from the school the normal procedure of a first day call to the home will be followed.

The pupil's social worker must be informed of all absences promptly, and immediately, if no response is received or if no adequate or credible reason is given for the absence.

When a pupil moves to another school, the DSL must inform the receiving school without delay that child protection records. Within 5 days the original records must be passed on either by hand or sent by Royal Mail Special Delivery Guaranteed or Royal Mail Signed For post and a receipt obtained at the post office at which the letter with the records is handed in. Duplicate records must be retained. Duplicate records should be kept securely until the pupil reaches the age of 25 years.

The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and two emergency contact numbers.

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

Approximately 200,000 children in England and Wales 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 National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Victims can be exploited even when the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

- **Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power –physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- **Boyfriend:**

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

- **Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

**Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.**

### **Child Criminal Exploitation (CCE) including gangs and County Lines**

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Key identifying features of involvement in county lines are when children are missing.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

- going missing for periods of time or regularly coming home late,
- regularly missing school or education or not taking part in education,
- appearing with unexplained gifts or new possessions,
- associating with other young people involved in exploitation,
- having older boyfriends or girlfriends,
- suffering from sexually transmitted infections,
- mood swings or changes in emotional wellbeing,
- drug and alcohol misuse,
- displaying inappropriate sexualised behaviour.

### **Domestic abuse**

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, 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 a wide range of behaviours and may be a single incident or a pattern of incidences. The abuse can be but not limited to, psychological, physical, sexual, financial and emotional.

Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (**teenage relationship abuse**). All of which can have a detrimental long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

The school should be mindful that children can often blame themselves for the abuse or may have had to leave the family home because of the abuse.

Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

### **Extra-familial Harms**

All our staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations **outside their families**.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse)**, criminal exploitation, serious youth violence, county lines, and radicalisation. (KCSIE 2024, paragraph 23).

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice can be found at:

<https://tce.researchinpractice.org.uk/>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

### **Operation Encompass**

When police are called to an incident of domestic abuse and there is a child(ren) in the household the police will usually inform the DSL in school before the child(ren) arrives at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable appropriate support to be given to the child.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass **does not replace statutory safeguarding procedures**. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

**The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate)**

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into 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.

### **So called 'honour based' abuse (HBA)**

HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour.

Such abuse can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code this includes 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.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the school's local safeguarding procedures.

### **Female Genital Mutilation**

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHCE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman

### **Mandatory Reporting of FGM**

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure.

**Under no circumstances should school / college staff physically examine pupils.**

The duty applies to the individual who becomes aware of the case to make a report direct to the Police by dialling 101.

**The report should be made immediately.**

**The duty to report should not be transferred to the DSL**, however the DSL **must be informed**. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. A forced marriage is not the same as an arranged marriage which is common in many cultures. Forcing a person into a marriage is a crime in England and Wales.

The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

In addition, **since February 2023** it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

### **Mental health**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of pupils. Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Early intervention to identify issues and provide effective support is crucial. The school’s role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively.

This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.

- Identification: recognising emerging issues as early and accurately as possible
- Early support: helping pupils to access early support and intervention

- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When the school suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs.
2. a plan to set out how the pupil will be supported.
3. action to provide that support.
4. regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalization
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- other traumatic incidents such as a natural disasters or terrorist attacks - Where children - experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

- emotional disorders - phobias, anxiety states and depression
- conduct disorders - stealing, defiance, fire-setting, aggression and antisocial behaviour
- hyperkinetic disorders - disturbance of activity and attention
- developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
- attachment disorders - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem.

School and college staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this policy.

More information can be found in the DfE 'Mental Health and Behaviour in Schools' guidance.

### **Child-on-Child Abuse (formerly known as Peer-on-peer abuse)**

(also see Anti-bullying policy, Behaviour Policy, RSE Policy)

Children are also vulnerable to abuse by their peers. The school has a zero-tolerance approach to such abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff will always challenge such behaviours.

Any child can be vulnerable to **child-on-child** abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers.

For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions.

Children who are LGBT can also be targeted by their peers. In some cases, a pupil 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.

### **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse from the statutory guidance available. (**KCSIE 2024, paragraphs 203 to 205**).

All children involved whether victim or perpetrator will be treated as “at risk” and supported. The school recognises the gendered nature of **child-on-child** abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all **child-on-child** abuse is unacceptable and will be taken seriously.

Staff are made aware that **child-on-child** abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean **child-on-child** abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence and sexual harassment (see below and Part five of KCSIE)
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- up-skirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission
- initiation/hazing type violence and rituals.

Where a child or young person may be asked to perform an act or series of inappropriate acts to gain membership to a group or partake in the wearing of a plastic bag over their head to allegedly heighten sexual experience before they pass out.

Through safeguarding training and anti-bullying training, staff will be made aware of the harm caused by **child-on-child** abuse and will follow school’s Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate.

It may be appropriate to regard a young person’s behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- there are concerns about the intention of the alleged perpetrator.
- there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

The DSL will not undertake any enquiry or investigation where a case is referred to Children’s Services or the police.

The initial assessment of any allegation will be made by Children’s Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the school’s usual disciplinary procedures.

The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children’s Services or the police have been informed the school will follow the relevant agency’s guidance about what information may be disclosed and to whom.

The DSL will ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If Children’s Services or the police have been informed the school will follow the relevant agency’s guidance about what information may be disclosed and to whom.



The necessary support and any required sanctions following **child-on-child** abuse will be determined on a case-by-case basis.

The Head will make the decision whether or not to suspend or exclude the pupil(s) involved.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made. The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

### **Strategies to reduce the risk of child-on-child abuse**

Preventative strategies for **child-on-child** abuse are regularly considered. The school has an ethos where pupils feel safe to share information about anything that is upsetting them and any derogatory language or behaviour is always by staff.

There is a strong and positive PHSE and RSE curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties. The IT curriculum also teaches pupils about acceptable online behaviour.

The School Council provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour.

### **Prejudiced Behaviour**

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. These factors can make it more difficult for a child to report abuse.

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

The school also has a **zero-tolerance** approach to any form sexual violence and sexual harassment; it is never acceptable and **will not be tolerated**.

All staff working or volunteers working in our organisation have been advised to maintain an attitude of “**it could happen here**”.

Staff have been trained to be aware of and respond to ALL reports and concerns relating to sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school / college. Our DSL will take charge of procedures following a report on sexual violence / sexual harassment. **(KCSIE 2024, paragraph 483)**.

Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between peers.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.

A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves. When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE, paragraph 482.

This will include:

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).

The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.

This however will be balanced against the school's duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident (s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any on-going risks to victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation? (KSCIE 2024, paragraph 483).

**The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out:**

- Record Keeping
- Risk Assessment of the disclosure / event.
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

**The DSL will not undertake any investigation where it is decided a case must be referred to Children's Services or the police.**

The initial assessment will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at **school / college** level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

### **Considering confidentiality and anonymity**

#### **Confidentiality**

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

The school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff MUST seek advice from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.

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

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the child. **KCSIE 2024, paragraphs 471 – 475.**

### **Anonymity**

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, appropriate staff will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of **child-on-child** abuse will be determined on a case-by-case basis.

### **Risk assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the **school / college**, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe. (**KCSIE 2024, paragraph 480**).

### **Appropriate Support for Victim and Perpetrator**

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

This will include pastoral support for both perpetrator and / or victim, through in-house counselling, reflection or behaviour modification support which may also be sought from external specialist agencies. In all cases the school will monitor the progress of both perpetrator and victim to ensure that this type of behaviour does not occur again.

### **E-safety and online behaviour**

The school adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving pupils of the significant benefits provided by technology and the internet. Computing and PSHCEE lessons are used to help pupils to understand and avoid the risks associated with 'online activity'.

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

- (a) content: being exposed to illegal, inappropriate, or harmful material
- (b) contact: being subjected to harmful online interaction with other users
- (c) conduct: personal online behaviour that increases the likelihood of, or causes, harm
- (d) commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

The school's **Staff Code of Conduct** and **Digital Usage Policy** explain the responsibilities of staff in relation to keeping pupils safe online.

The school does all it reasonably can to limit the pupil's exposure to the above risks in school. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.

Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through their Computing and PSHCEE lessons.

Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures.

Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

### **Remote Education**

Remote education can be defined as when the school are in regular contact with pupils who have logged onto the system for receiving the delivery of educational lessons over the internet. This method of delivery is classed by our organisation as **lone working** if only one tutor is working with one pupil over the internet e.g. holding a tutorial or an online peripatetic lesson.

**Therefore, specific arrangements must be in place to safeguard both parties involved in the session. All our staff who deliver online learning will be appropriately trained to do so.**

The school will ensure that those communications will be used to reinforce the importance of children being safe online and enable parents and carers to understand what systems the school uses to filter and monitor online use. Parents and / or carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school and if their child is going to be interacting with online.

### **Filters and monitoring**

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Board of Governors will do all they can to limit our children's exposure to the above risks from the school's IT system.

### **Youth produced sexual imagery, nudes/semi-nudes, sexting, up-skirting**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute

inappropriate imagery (nudes, semi-nudes, sexting) in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

**Up-skirting** is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Anyone of any gender can be a victim.

If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off.

Staff should not view images, delete images or look for further images. They should not copy or print images, nor forward images by email or any other electronic means.

Parents / carers will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services, or the police following the procedures as outlined above.

### **Thresholds of Sexual behaviour by children**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following **'traffic light' approach**: **Green behaviours** reflect safe and healthy sexual development. They are:

- i. Displayed between children or young people of similar age or developmental ability
- ii. Reflective of natural curiosity, experimentation, consensual activities, and positive choices

**Amber behaviours** have the potential to be outside safe and healthy development. They may be:

- i. Unusual for that particular child or young person
  - ii. Of potential concern due to age or developmental differences
  - iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.
- Amber behaviours signal the need to make a report to the DSL.

**Red behaviours** are outside safe and healthy behaviour. They may be:

- i. Excessive, secretive, compulsive, coercive, degrading or threatening
- ii. Involving significant age, developmental or power differences
- iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

### **Preventing Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is known as the '**Prevent Duty**'. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Visiting speakers are always vetted and staff must obtain permission from the Head for any speakers to visit the school. Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the school's visitor log which must be a separate document from the signing in book at reception.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the school may be asked to attend the Channel panel to help with this assessment.

### **Private Fostering**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

### **Fabricated Illness**

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.

- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid.
  - Induction of illness by a variety of means
- Further information may be found at: -

<https://www.ealingfamiliesdirectory.org.uk/>

<https://www.hscb.org.uk/>

## Appendix 2

### **Human Rights Act**

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1.

Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

### **Equality Act 2010**

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act 2010).

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors

should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with a particular protected characteristic to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools -GOV.UK ([www.gov.uk](http://www.gov.uk)), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com)).