

# Nishkam School Trust



## Safeguarding and Child Protection Policy and Procedures

<b>Approved by:</b>	Directors	<b>Date:</b> September 2019
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## **PART ONE: SAFEGUARDING POLICY**

### **1.0 Introduction**

- 1.1 Nishkam School Trust is committed to safeguarding and promoting the welfare of all children and young people and it is expected **everyone** who works in our schools to share this commitment.
- 1.2 NST adopt a child centred approach and is committed to meeting its moral and statutory responsibilities, ensuring that the appropriate policies and procedures are in place to ensure that all children and young people are in a safe environment.
- 1.3 Safeguarding defined for the purpose of this guidance is;
- Protecting children from maltreatment;
  - Preventing impairment of children's health or development;
  - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
  - Taking action to enable all children to have the best life chances.

The term children includes everyone under the age of 18. Definitions of abuse can be found in section 12.

### **2.0 Aims and Principles**

- 2.1 NST aim to ensure that **all** staff and volunteers have a responsibility to provide a safe environment in which children and young people can learn and be protected from harm.
- 2.2 Promoting the welfare of our children and young people is everyone's responsibility. Everyone that comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.
- 2.3 Demonstrating commitment to ensure consistent good practice across the School whilst protecting and supporting our vulnerable children.
- 2.4 All pupil's have the right to speak freely and voice their values and beliefs be encouraged to respect each other's values and support each other.
- 2.5 The Trust maintain an attitude of 'it could happen here', where safeguarding is concerned, and we ensure that everyone is aware of their safeguarding responsibilities.
- 2.6 Staff, volunteers and Governors will know the name of the DSL and Deputy DSL's at the school. Parents will understand the safeguarding processes and procedures at the school.

### 3.0 Legislation and Guidance

3.1 NST recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (Section 175/ 157)
  - **Section 175** of the Education Act 2002 requires local education authorities and the Governors of maintained schools and further education (FE) colleges to decide to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
  - **Section 157** of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children at the school.
  
- The Education (independent School Standards) Regulations 2014
- The non-maintained Special schools (England) Regulations 2015
- [xxx] Multi-agency safeguarding arrangements
- Thresholds of support to children and families in [xxx]
- Working together to safeguard children (July 2018, updated February 2019)
- Keeping children safe in education (September 2019)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004
- Disqualification under the Childcare Act 2006 (July 2018 Regulations)

3.2 This policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to **all staff, governors and volunteers** working in our school. This policy will operate in conjunction with other school policies including:

- Recruitment and Selection
- Whistleblowing
- Allegations of Abuse against staff
- E safety
- First Aid
- Staff code of conduct
- Behaviour Policy
- Anti-bullying policy
- Supporting pupils with medical conditions
- SEND Code of Practice 2014
- The Equalities Act 2010

## 4.0 Roles and Responsibilities

<b>Designated Safeguarding Lead (DSL):</b>	Victoria Chatwin
<b>Deputy Designated Safeguarding Lead (DDSL):</b>	Kamini Kaur
<b>Designated Safeguarding Governor (DSG):</b>	H S Hunjan
<b>Chair of Governors:</b>	A S Bhabra

### 4.1 The Local Governing Body (LGB)

- 4.1.1 The LGB will review this policy annually, ensure it complies with the law and hold the Headteacher to account for its implementation.
- 4.1.2 The LGB will appoint a Designated Safeguarding Governor annually to monitor the effectiveness of this policy in conjunction with the LGB. The Chair of Governors will act as a 'case manager' if an allegation of abuse is made against the Headteacher (See section 19 ).
- 4.1.3 All Governors will read and understand Keeping Children Safe in Education (KCSIE) and will receive training about safeguarding annually to ensure that they have the knowledge and information needed to fulfil their roles and understand their responsibilities.
- 4.1.4 The LGB will ensure that the safeguarding arrangements take into account the procedures and practice of the local authority. This includes the requirement under Section 175/ 157 of the Education Act 2002 for LGB's to have arrangements for safeguarding and promoting the welfare of children; and the local authority to monitor compliance of maintained schools.
- 4.1.5 Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. NST will notify their local authority when they are about to remove a child's name from the school register for any of the 15 reasons given under Section 8 of the Education (Pupil Registration) (England) Regulations 2006. We will also notify the local authority within five days of adding a child's name to the admission register at a non-standard transition point.

**Where reasonably possible, our school will hold more than three emergency contact number for each pupil.**

*2 "Safer recruitment" practice means scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the interview as well as the mandatory check of List 99, prohibition orders, and DBS Checks.*

## 4.2 All Staff \*

- 4.2.1 All staff will read and understand Keeping Children Safe in Education (KCSIE Part one, Annexe A and Annexe B) annually and be made aware of the systems which support safeguarding, including this child protection and safeguarding policy, staff code of conduct, the role and identity of the DSL and Deputy DSL's , the Behaviour Policy and the safeguarding response to children who go missing from education.
- 4.2.2 All new staff will read and understand Keeping Children Safe in Education (KCSIE Part one, Annexe A and Annexe B), Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT Policy, Behaviour Policy.
- 4.2.3 All staff will be made aware of the local early help process and understand their role in it, in identifying emerging problems, liaising with a DSL, and sharing information with other professionals to support early identification and assessment.
- 4.2.4 All staff will be made aware of the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral.
- 4.2.5 All staff will be aware of what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality whilst liaising with relevant professionals.
- 4.2.6 All staff will be made aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation and be aware that children are capable of abusing their peers; it should be made clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". This type of safeguarding issue is most likely to include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.
- 4.2.7 All staff will be made aware that if a child has made a disclosure, that the information will only be shared with a DSL and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse.
- 4.2.8 All staff should speak to a DSL with regards to any concerns about female genital mutilation. Our staff **know that there is a legal duty placed upon, they must report to the police if they discover that an act of FGM (Female Genital Mutilation) appears to have been carried out on a girl under the age of 18**
- 4.2.9 If staff have concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then the concern should be referred to the Headteacher. If the concern is about the Headteacher the member of staff should report this to the Chair of Governors.
- 4.2.10 All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff and volunteers should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.
- 4.2.11 A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school procedures for dealing with children

who go missing, particularly on repeat occasions. This includes reporting concerns of absence.

*\* “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.*

### **4.3 Staff Training and Development**

- 4.3.1 NST will ensure that all staff are kept up to date with child protection issues with annual, formal training taking place, online courses, external training and in-house training provided through the year or as any issue may arise .
- 4.3.2 Clear reminders of all procedures will be shared with staff on the training day at the start of every academic year, with frequent reminders at appropriate meetings, training events and briefings; including any serious case reviews both locally and nationally .

### **4.4 The Designated Safeguarding Lead**

- 4.4.1 The Governing Body will ensure that a **senior member** of staff from the **leadership team** is appointed to the role of DSL (Designated Safeguarding Lead). The DSL will take lead responsibility for safeguarding and child protection but may delegate on line safety to a Deputy DSL. Their responsibilities will be explicit in the role holder’s job description.
- 4.4.2 The Deputy DSL will be trained at the same standard as the DSL and the training will be updated every two years. The DSL will also complete PREVENT training. In addition to their formal training set out above their knowledge and skills will be updated at regular intervals and at least annually.
- 4.4.3 The DSL has overall responsibility, management oversight and accountability for child protection and, will be responsible for coordinating all child protection activity.
- 4.4.4 Liaise with the Headteacher to inform them of issues especially ongoing enquires under section 47 of the Children Act 1989 and police investigations/ coordinating child protection activity,
- 4.4.5 The DSL will liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCo on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.
- 4.4.6 Understand the assessment process for providing early help and intervention, for example through locally common and shared assessment process such as early help assessments.



## **5.0 Sharing information, Confidentiality and Record Keeping**

- 5.1 There will be regard to all relevant data protection principles which allow them to share personal and should be treated as 'special category personal data'. Where there is a need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as processing condition that allows the sharing of information. This includes information to be shared where consent has not been granted, if it is not possible to gain consent it cannot be reasonably expected to gain consent or would place the child at risk.
- 5.2 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe.
- 5.3 The DSL will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- 5.4 If a pupil moves from our school, child protection records will be forwarded on to the DSL at the new school or Pupil Referral Unit (PRU), with due regard to their confidential nature and in line with current government guidance on the transfer of such records.
- 5.5 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 5.6 Our LGB understand that sharing information is vital in identifying and tackling all forms of abuse.
- 5.7 NST understand and recognise the importance of information sharing between practitioners and local agencies and will ensure arrangements are in place that set out clearly the process and principles of information sharing within the school and with local safeguarding partner arrangements, other organisations, agencies and practitioners as required.
- 5.8 NST understand the Data Protection Act 2018 and the GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure and are not barriers to sharing information where the failure to do so would result in a child being placed at risk of harm they understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- 5.9 NST will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

- 5.10 NST will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- 5.11 Where children leave our school, the DSL will ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school. The file will be transferred separately from the main pupil file.
- 5.12 In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school that would allow the new school to continue supporting victims of abuse and have that support in place for when the pupil arrives.

## **6.0 Recruitment of Staff and Volunteers**

- 6.1 To create a safe environment for our children and young people NST have adopted the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education
- 6.2 NST will ensure that at least one member of any recruitment panel has received safer recruitment training and adheres to statutory responsibilities to check staff who work with children and young people, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- 6.3 We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.
- 6.4 There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.
- 6.5 The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare

as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare.

- 6.6 At NST we understand that schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.
- 6.7 All staff must inform the Headteacher during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children.
- 6.8 Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff our school will:
- Verify a candidate's identity;
  - Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
  - Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
  - Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role;
  - Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow advice on the GOV.UK website;
  - if the person has lived or worked outside the UK, make any further overseas checks the school consider appropriate including the EEA check
  - Verify professional qualifications, as appropriate; we will use The Teacher Services' system to verify any award of qualified teacher status (QTS) and the completion of teacher induction and probation
  - Check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.
  - Check that the candidate is not disqualified under the Childcare Act 2006 (2018 regulations) where relevant
- 6.9 NST will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates. NST will also check that the person presenting themselves for work is the same person on whom the checks have been made (Identity check). We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff

**All applicants MUST show their current original DBS certificate to the School as soon as they take up post.**

- 6.10 To establish the appropriate safeguarding culture NST will ensure that Single Central Record (SCR) is held and confirm the appropriate checks have been completed prior to employment.

The following information will be recorded on the Single Central Record:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- Prohibition, directions, sanctions and restrictions checks;
- A section 128 check
- Further checks on people who have lived or worked outside the UK; this would include an EEA check teacher sanctions and restrictions;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.
- The date upon which the current and original DBS certificate was seen (applicable for employees appointed after 1/9/16)

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff

## **7.0 Staff Support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the **DSL** and to seek further support as appropriate.

## **8.0 Parental Responsibilities including Private Fostering**

We have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Schools are required to report to the Local Authority of any private fostering arrangements it is informed or becomes aware of.

## **9.0 Children's Responsibilities**

In our School, we respect our children. The atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupil's to share any worries or concerns with any adult in the school at any time.

## **10.0 Contextual Safeguarding**

At Nishkam we know that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside our school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so our school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

## **11.0 Prevention**

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **11.1 Curriculum**

11.1.1 Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), RSE, Computing and E- Safety, Citizenship and Cultural Capital.

11.1.2 The curriculum aims to build confidence and resilience in children and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for children to develop the skills and strategies they need to stay safe from abuse. Clear advice and guidance is built into the curriculum to ensure that children understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

### **11.2 Online Safety**

11.2.1 NST understand that the school increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material. Appropriate filters and appropriate monitoring systems are in place and take care that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

11.2.2 Children/ young people can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults and inappropriate images or other children/young peoples for circulation (e.g. happy slapping/sexting).

11.2.3 The best protection is to make pupils aware of the dangers through age appropriate curriculum teaching particularly computing and IT lessons, PSHE and RSE.

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;

- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc. and
- Pupils should adhere to the school policy on mobile phones.
- Social media/live streaming/apps
- Staff receive e-safety and online training

The police will be involved, and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

### **11.3 Use of mobile phones, cameras and other devices**

(See separate policies for further information).

11.3.1 Unauthorised or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorised publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school code of conduct, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed, the police will be informed.

11.3.2 All staff , parents and visitors are not permitted to use mobile phones in the presence of children in and around school. Mobile phones are permitted to be used under the Headteacher’s discretion. All staff must be vigilant and remind any parents/visitors who forget.

11.3.3 School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly. Relevant issues will be addressed through other areas of the curriculum as appropriate.

## **12.0 Definitions of Abuse**

The types of child abuse as defined in Keeping Children Safe in Education, statutory guidance for schools and colleges, September 2019;

### **12.1 Abuse**

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

### **12.2 Physical abuse**

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

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **12.3 Emotional abuse**

12.3.1 The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;

- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## 12.4 Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48). 15 46. Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.



## 12.5 Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

## 12.6 Domestic Abuse

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

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

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

Our school will make use of the advice and links available in Keeping Children Safe in Education (Annex A) to identify children who are affected by domestic abuse and how they can be helped.

## **12.7 Peer on Peer Abuse**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and their peers.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy.

Our safeguarding/child protection policy includes:

- Procedures to minimise the risk of peer on peer abuse;
- sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- how victims, perpetrators and any other child affected by of peer on peer abuse will be supported;
- a statement that abuse is abuse and will never be tolerated or passed off as “banter” “just having a laugh” or “part of growing up”
- recognition of the gendered nature of peer on peer abuse, that all peer on peer abuse is unacceptable and will be taken seriously;
- the different forms of peer on peer abuse, such as: sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiation/hazing type violence and rituals

**ALL** allegations will be taken seriously, we understand that ‘abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. (KCSIE 2019)

**ALL** allegations will be carefully considered, and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Examples of peer on peer abuse could include:

### **Physical Abuse**

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

### **Emotional Abuse**

- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.

## **Sexual Abuse including sexting and gender-based violence**

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

## **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

## **12.8 Sexual Violence and harassment between children**

12.8.1 If an incident of sexual violence or sexual harassment occurs our school will follow the guidance set out in Part 5 of Keeping Children Safe in Education and we will use the DfE guidance Sexual violence and harassment between children in schools and colleges (May 2019)

12.8.2 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

12.8.3 At NST all victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware and know the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

12.8.4 Any decisions made upon receipt of a concern will be made on a case-by-case basis by the DSL who will liaise with social care and or the police if necessary.

12.8.5 All staff who have a concern regarding sexual violence or sexual harassment will speak with and report their concern to the DSL.

- All victims will be reassured that they are being taken seriously and they will be supported.
- All staff will act in the best interest of the pupils and be supportive and respectful
- Our staff will listen carefully to the pupil, they will be non-judgemental and will not ask leading questions

- A record of the report will be made. Best practice is to wait until the end of the report and immediately write up a thorough summary. It may be appropriate to make notes during the report however staff must remain engaged with the pupil, listen very carefully and not be distracted by note taking.
- The record will only include the facts as the pupil presents them. We understand that the notes should not reflect the personal opinion of the note taker and we are aware that the notes could become part of a statutory assessment by social care or part of a criminal investigation
- Where the concern includes an online element, we know we should not view or forward any images unless there is a valid reason to do so and we will follow the DfE guidance set out in Screening, searching and confiscation (January 2018) advice.
- Where possible we will try to manage and record an initial report with two members of staff present preferably one of them being the DSL.

12.8.6 Risk assessment: If we receive a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment. This will be considered on a case-by-case basis and consider the victim, perpetrator and all other children. Our risk assessment will either be a written/ an electronic record and will be reviewed and updated regularly. We will continually and actively consider the risks posed to all pupil's and we will put adequate measures in place to protect and keep them safe.

12.8.7 The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's approach to supporting and protecting our pupils and will be used to update our own risk assessment.

### **Actions to consider following a report of sexual violence and/or sexual harassment**

Following a report of sexual violence and/or harassment we will consider:

- The wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- Ages of the children involved;
- Developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, or staff; and
- Any other related issues and wider context e.g. contextual safeguarding.

**11.8.8 Managing a report:** We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school taking immediate action to safeguard our pupils.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

We will either manage the report:

1. Internally
2. Consider early help
3. Refer to social care
4. Report to the police

### **Considering bail conditions**

Our school will have due regard for the information available in KCSIE part 5 and the DfE sexual violence and harassment guidance regarding bail conditions.

- When there is a criminal investigation, without bail conditions, our school will work with children's social care and the police to support the victim, alleged perpetrator and other pupils involved (especially potential witnesses). Where required, we will seek advice from the police to help our school manage our safeguarding responsibilities.
- The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- Where bail is deemed proportionate and necessary, our school will work with children's social care and the police to manage any implications and safeguard our pupils. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

### **Managing any delays in the criminal process**

- There may be delays in any case that is being progressed through the criminal justice system. NST will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school. We will use a risk assessment to help inform any decision.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, our DSL will work closely with the police (and other agencies as required), to ensure any actions our school take do not jeopardise the police investigation and follow due process.

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

If a pupil is convicted or receives a caution for a sexual offence, our school will update our risk assessment, ensure relevant protections are in place for all the pupils at our school and, we will consider any suitable action in light of our Behaviour Policy. If the perpetrator remains in our school with the victim our school will be very clear as to our expectations regarding the perpetrator now they have been convicted or

cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate regarding the perpetrator's timetable.

We will ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "No Further Action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

### **Safeguarding and supporting the victim**

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim will be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that our school is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Rape Crisis, The Survivors Trust, CAMHS, Rape Crisis centres and the Internet Watch Foundation

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst the victim will be given all the necessary support to remain in our school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The DSL will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

### **Allegations against other children which are safeguarding issues:**

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and sexting. Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older pupil's and their behaviour towards younger pupil's or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other children in the school
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

We understand the gendered nature of peer on peer abuse (it is more likely that girls will be victims and boys will be perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously

### **Procedure to manage and record peer on peer allegations**

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL will be informed;
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL will contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice and make a referral where appropriate;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;

- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan which will be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Safeguarding and supporting the alleged perpetrator**

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism will be considered by our school. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any pupil (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;



- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **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. Our school will use the age appropriate guides to support children, 5-11-year olds and 12-17-year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

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

Some children who attend our school may have a parent who has been sent to prison. Our school will utilise the information NICCO provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **13.0 Sexting and Sexual Imagery**

At NST we know and understand that sharing photos and videos online is part of daily life for many children/ young people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as, Snapchat, WhatsApp or Facebook Messenger, etc.

The increase in the speed and ease of sharing imagery has brought concerns about children/young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that children/young people are safeguarded, supported and educated. Producing and sharing sexual images of under-18s is also illegal.

Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children/young people involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people.

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents

and safeguarding young people and DfE guidance – Searching, screening and confiscation -January 2018.

Whilst dealing with an incident our school will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures, staff will notify the DSL immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation- January 2018)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents
- Seek to support children/young people
- Support children/young people to report youth produced sexual imagery online.
- Provide preventative education

#### **14.0 Child Sexual Exploitation**

At NST we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

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

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Pupils rarely self-report child sexual exploitation so we understand it is vitally important that all staff are aware that some of the following signs may be indicators of child sexual exploitation:

- Pupils who appear with unexplained gifts or new possessions;
- Pupils who associate with other young people involved in exploitation;
- Pupils who have older boyfriends or girlfriends;
- Pupils who suffer from sexually transmitted infections or become pregnant;

- Pupils who suffer from changes in emotional well-being;
- Pupils who misuse drugs and alcohol;
- Pupils who go missing for periods of time or regularly come home late; and
- Pupils who regularly miss school or education or do not take part in education.

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At NST we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with LA/ guidelines.

Our staff will report any concerns regarding children at risk of CSE to the DSL who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required.

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

## **15.0 Children who are vulnerable to Extremism and Radicalisation**

- 15.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 15.1 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix C.
- 15.2 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.
- 15.3 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. (see Appendix C). Our staff will co-operate with local Channel panels as required.
- 15.4 Indicators of vulnerability to radicalisation:
- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
  - Being in contact with extremist recruiters and access to violent extremist literature;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **16.0 Safeguarding Pupils who are Vulnerable to Exploitation, Forced Marriage, Breast Ironing, Female Genital Mutilation, or Trafficking**

### **16.1 Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-Mandatory reporting of female genital mutilation procedural information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (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 in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding partner arrangements procedures.

Our staff will call contact the police on 101

Some warning signs:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from school;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

## 16.2 Breast ironing/ flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

### Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Severe Pain
- Fever
- Dissymmetry or disappearance of breast/s
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Breast cancer
- Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being

### Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- Prevent pregnancy and rape
- Make teenage girls look less "womanly" and no-longer sexually attractive to men.
- Enable the girl to continue her education
- Prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- Prevent early marriage
- Deter unwanted attention

### Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening

- A girl has an older sibling or cousin who has undergone breast flattening
- References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.

### **Signs that breast flattening has occurred**

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

### **Law in the UK**

CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime that can be caught under existing law, even if it is said that the victim has consented.

The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison. Assault charges would also be available to prosecutors

### **What to do if you suspect a girl is at risk of/undergoing breast flattening .**

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL /DDSL will contact the MASH and make a referral.

## **16.3 ‘Honour based violence’**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), (appendix seven) 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. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child that might be at risk of HBV or who has suffered from HBV they will speak to the DSL. As appropriate the DSL will activate

local safeguarding partner arrangements procedures by contacting the police and or social care.

## **16.4 Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 35-36 focusing on the role of schools. Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

## **17.0 Specific Safeguarding issues**

### **17.1 Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future.

Staff at NST are aware that a child going missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of children going missing in future. All concerns will be reported in line with the LA policy for CME.

### **17.2 SEND**

When working with pupil's with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment for example callipers, sleep boards, inappropriate splinting;



- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Our governors know that pupils with special educational needs and disabilities may face additional safeguarding challenges

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- Pupils with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school will consider extra pastoral support for these children when necessary.

We will ensure we have appropriate mechanisms in place to assist these children in line with The SEND Code of Practice 2015 .

### **17.3 The use of 'reasonable force' in schools**

Our governors know and understand there are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Our school does not adopt a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our pupils. The decision on whether or not to use reasonable force to control or restrain a pupil is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our school will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public-Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

## **17.4 Private Fostering Arrangements**

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

NST staff will notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the pupil involved to check that they are aware of their duty to inform the LA. Our school is aware that we need to report any private fostering arrangements that we become aware of to the Local Authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered and where reasonably possible we will obtain more than one emergency contact number.

## **17.5 Up-Skirting**

Typically, this involves taking a picture under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification to cause the victim humiliation, distress or alarm. This is a criminal offence.

## **17.6 Serious violence**

All staff should be aware of indicators which may signal that children are at risk from or 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 significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these (more information can be in Home Office guidance)

## **17.7 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a pupil's welfare. When required our DSL will obtain contact details and know referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our staff will consider homelessness in the context of pupil's who live with their families, and intervention will be on that basis. However, we will also recognise in some cases 16 and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency

for these young people and our DSL will ensure appropriate referrals are made based on the pupil's circumstances.

### **17.8 Looked after children and previously looked after children**

- That staff have the skills, knowledge and understanding necessary to keep looked after children and previously looked after children safe.
- Previously looked after children are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- They appoint a designated teacher to work with local authorities to promote the educational achievement of registered children who are looked after and previously looked after, to ensure that this person has appropriate training. On commencement of the sections 4-6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience

### **17.9 Virtual school heads**

- The designated teacher works with the virtual school head to discuss how looked after children pupil premium plus funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual school headteacher to promote the educational achievement of previously looked after children.

### **17.10 Care leavers**

**Our local governing body knows that the local authority has ongoing responsibilities to young people who cease to be looked after and become care leavers.**

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

**DSL's will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.**

## **17.11 Responses from parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **18.0. Our Role in Supporting Children**

We will offer appropriate support to individual pupil's who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these pupil's. This plan will detail areas of support, who will be involved, and the pupil's wishes and feelings. A written outline of the individual support plan will be kept in the pupil's child protection record.

Pupil's who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of pupil's who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## **19.0 Responding to an Allegation about a Member of Staff, Governor or Volunteer**

*For further details of the procedures see Appendix E.*

Dealing with concerns about staff who may pose a risk of harm to children:

- There are procedures in place to manage concerns/allegations against teachers (including volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, by the appropriate person. Our school will follow the procedures outlined in part 4 of Keeping Children Safe in Education.
- If an allegation is made against the Headteacher, the member of staff who has the concern must contact the Chair of Governors,

## **20. Involving Parents / Carers**

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the DSL. In the best interests of safeguarding children there may be occasions when the school may consult with other agencies without a parent's or carer's prior knowledge. Our first concern and responsibility are the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the three safeguarding partners

The visit may take place at the school at the request of the police or social care. In the event of the meeting being held at school parents/carers will be asked by the school to remain on the school premises until such time that the police or social care can attend. If parents/carers choose to leave school premises with their child, the school will contact the police or social care to inform them of the parent's/carer's decision.

### **21.0 Multi-Agency Work**

- 21.1 We work in partnership with other multi- agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the DSL to Social Services. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 21.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 21.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 21.4 Where a pupil is subject to an inter-agency child protection plan or a multi-agency meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

- 21.5 We understand our role in the new safeguarding partner arrangements  
We co-operate and engage fully with the new published safeguarding arrangements

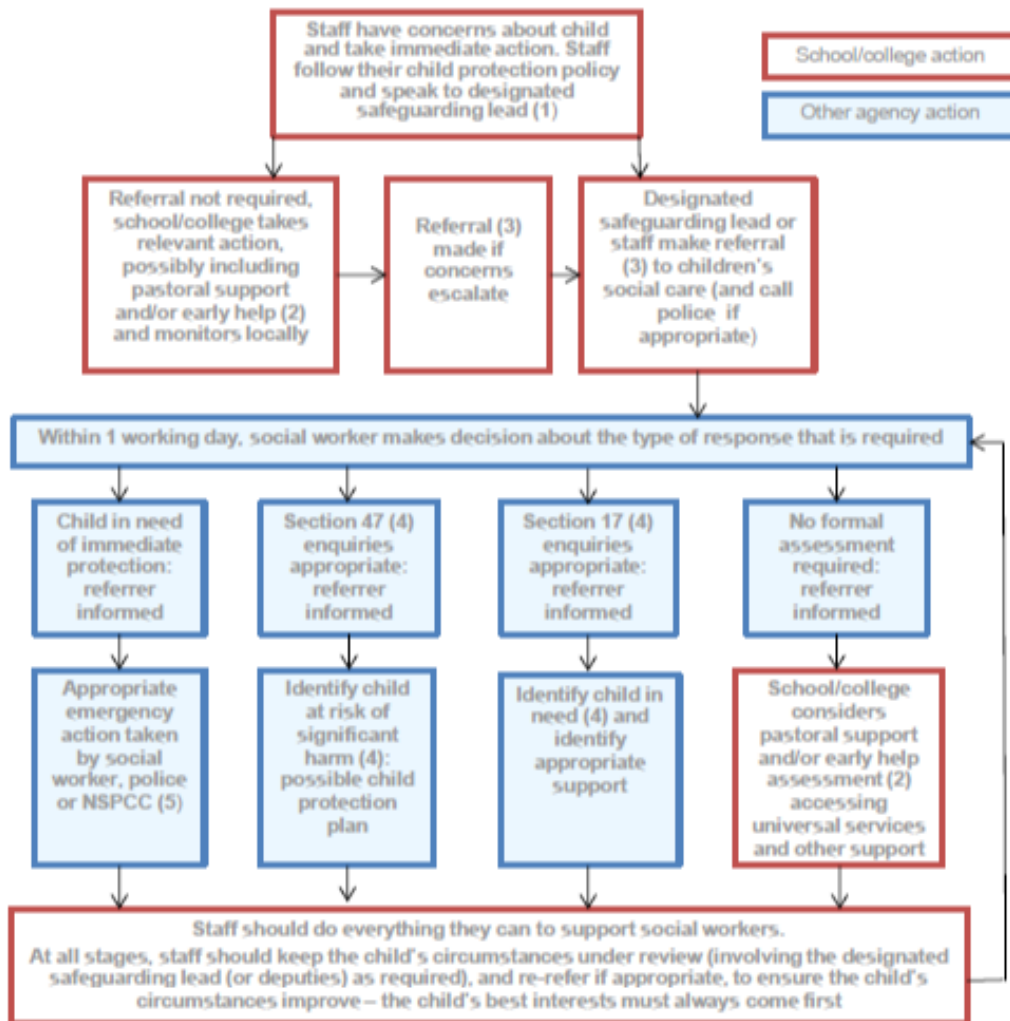
## **22.0 Monitoring and Review**

Our Safeguarding and Child Protection Policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

# Part Two – The Key Procedures

## Appendix A: Responding to Concerns about a Child

### Actions where there are concerns about a child



## Appendix B: Dealing with a Disclosure of Abuse

### **When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language on the school's reporting form. Include any questions you may have asked. Do not add any opinions or interpretations. Ensure the record is dated and signed.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Headteacher / Principal or the DSL.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headteacher / Principal.



## **Appendix C: Preventing Violent Extremism**

### **Roles and Responsibilities of the Single Point of Contact (SPOC)**

The SPOC for [ xxx] is [xxx] who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Nishkam in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel<sup>1</sup> process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

### **Channel**

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel Guidance.

E-learning channel awareness programme for staff is available at: Channel General Awareness.

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

staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff will co-operate with local Channel panel as required.

Our school will contact the Community Safety Teams at:

Wolverhampton – Karen Samuels [Karen.samuels@wolverhampton.gov.uk](mailto:Karen.samuels@wolverhampton.gov.uk)

Walsall – Niall Markham [niall.markham@walsall.gov.uk](mailto:niall.markham@walsall.gov.uk)

Dudley – John Hod [john.Hodt@dudley.gov.uk](mailto:john.Hodt@dudley.gov.uk)

Birmingham – Waqar Ahmed [Waqar.ahmed@birmingham.gov.uk](mailto:Waqar.ahmed@birmingham.gov.uk)

or call: the relevant safeguarding team (see appendix F)

## Appendix D: Radicalisation

### What we do when we are concerned

- Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- In this situation, depending on how worried we are and what we agree with the parent and the pupil (as far as possible)
- The DSL/SPOC can decide to notify Social Care of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.
- The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- If the concerns about the pupil are significant and meet the additional needs/complex need criteria, they will be referred to Social Care Teams. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

The local Police Counter-Terrorism Unit aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Appendix E: Allegations About a Member of Staff, Governor or Volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
- **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Radicalisation**  
Refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Headteacher/ Principal must be informed immediately. The Headteacher/ Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher/ Principal should not carry out the investigation him/herself or interview pupils.

The Headteacher/ Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the Children's Trust Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
- If the Headteacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

Where an allegation has been made against the Headteacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward.

Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

For details of this specific policy procedures see the NST policy on Allegations of Abuse against staff.

## Appendix F: Multi Agency/Emergency Contact

<b>BIRMINGHAM LOCAL AUTHORITY</b>		
<b>Safeguarding Children's Board</b>	Room B54 Council House Extension Margaret Street Birmingham B3 3BU	Tel: 0121 464 2612 Fax: 0121 303 8427
<b>LADO</b>	Child Protection and Review Bluebell Centre Chelmsley Wood B37 5TN	0121 788 4310
<b>Prevent – Community Safety Team</b>	Waqar Ahmed <a href="mailto:Waqar.ahmed@birmingham.gov.uk">Waqar.ahmed@birmingham.gov.uk</a>	
<b>Information Advice Support Service (MASH/CASS)</b>		0121 303 1888
	<b>Emergency Duty Team out of normal hours</b>	<b>0121 675 4806</b>
<b>DUDLEY LOCAL AUTHORITY</b>		
<b>Safeguarding Children's Board</b>	Council House Priory Road Dudley DY1 1HF	0300 555 2345
<b>Prevent – Community Safety Team</b>		John Hod <a href="mailto:john.Hodt@dudley.gov.uk">john.Hodt@dudley.gov.uk</a>
<b>Information Advice Support Service (MASH/CASS)</b>		01384 813061
<b>LADO</b>		01384 813061
<b>SANDWELL LOCAL AUTHORITY</b>		
<b>Prevent – Community Safety Team</b>		John Hod <a href="mailto:john.Hodt@dudley.gov.uk">john.Hodt@dudley.gov.uk</a>
<b>Information Advice Support Service (MASH/CASS)</b>		0121 569 4800
<b>LADO</b>		0121 569 4770
<b>WALSALL LOCAL AUTHORITY</b>		
<b>Prevent – Community Safety Team</b>		Niall Markham <a href="mailto:niall.markham@walsall.gov.uk">niall.markham@walsall.gov.uk</a>
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<b>LADO</b>		01922 646640
<b>WOLVERHAMPTON LOCAL AUTHORITY</b>		
<b>Prevent – Community Safety Team</b>		Karen Samuels <a href="mailto:Karen.samuels@wolverhampton.gov.uk">Karen.samuels@wolverhampton.gov.uk</a>
<b>Information Advice Support Service (MASH/CASS)</b>	Priory Green Building Whitburn Close Pendeford Wolverhampton WV9 5NJ	Tel: 01902 550477 Fax: 01902 553048
<b>LADO</b>	Jayne James	01902 550477 Or non-emergencies: <a href="mailto:jayne.james@wolverhampton.gov.uk">jayne.james@wolverhampton.gov.uk</a>