

Nishkam School Trust



Safeguarding and Child Protection Policy

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PART ONE: SAFEGUARDING POLICY

1. INTRODUCTION

1.1 Safeguarding is defined as:

- 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.)

1.2 Nishkam School Trust is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The policy aims to ensure we follow procedures to ensure:

- We have a Designated Safeguarding Lead (DSL) for child protection who has undertaken Child Protection Training and who undertakes statutory training every two years and updates throughout the academic year.
- We have two Deputy DSLs (DDSL) for occasions where the Senior DSL is not available; ensure the DDSLs are also appropriately trained
- The DSL and/or Deputy DSLs will be available to staff during school hours
- We have a nominated governor responsible for child protection.
- Every member of staff, and the governing body know the name of the senior DSL and Deputy DSLs responsible for child protection and their role.
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- The DSL contacts Children's Social Care if there are concerns about a child/young person.
- Parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its duties in the school prospectus.

1.4 Nishkam School Trust will fulfil their local and national responsibilities as laid out in the following documents:

- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements 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 who are pupils at the school.
- Working Together to Safeguard Children)(July 2018)
- Keeping Children Safe in Education (September 2018)
- Information sharing advice for safeguarding practitioners (March 2015)
- 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 Children Act 2006 (July 2018)
- The Education (independent School Standards) Regulations 2014
- The non-maintained Special schools (England) regulations 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

2. SAFEGUARDING POLICIES

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and a school behaviour policy.
- These policies, along with our school's behaviour policy, part one of Keeping Children Safe in Education and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our Governing Board will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by local safeguarding partner arrangements, be updated annually (as a minimum), and be available publicly either via our school website or by other means;
- That the above policies and procedures, adopted by our Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- 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.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil or student.

2.1 Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the Governing Board, and is in line with the three safeguarding partners local procedures, the expectations of the Department for Education and Ofsted which inspects schools' safeguarding arrangements.

2.2 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

Our policy applies to all "staff" (1) governors and volunteers working in the school.

1 "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

2 "Safe 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.

3 OVERALL AIMS

3.1 This policy will contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate safeguarding topics within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

3.2 This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the most vulnerable
- Identifying individual needs including those who may benefit from early help; and
- Designing plans to meet the identified needs.

3.3 This policy will contribute to the protection of our pupils/students by:

- Including appropriate safeguarding topics within the curriculum including online safety;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

4 KEY PRINCIPLES

We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.

4.1 The key principles of safeguarding are:

- Always see the pupil first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.
- Every child is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

5 KEY PROCESSES

5.1 All staff should be aware of safeguarding guidance issued by local safeguarding partner arrangements.

6. EXPECTATIONS

6.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, governors, or volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (see Appendix One for current definitions and indicators);
- Record concerns in writing and give the record to the Designated Safeguarding Lead
- Deal with a disclosure of abuse from a child in line with this policy (see Appendix Two) and inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.

6.2 All staff will receive basic safeguarding training/refresher training regularly. Staff will be informed of updates to safeguarding information via the DSL and/or Deputy DSL at staff meetings regularly including a minimum annual update.

7. THE DESIGNATED SAFEGUARDING LEAD

Our Governing Body will ensure that a senior member of staff from the leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description.

Our Governing Body will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit in their job description.

Our designated safeguarding lead may delegate safeguarding activities to the deputy safeguarding lead however the designated safeguarding lead will retain the lead responsibility for child protection and safeguarding. This responsibility will not be delegated.

- 7.1 Our Designated Safeguarding Lead has overall responsibility, management oversight and accountability for child protection and, with the Head Teacher / Principal, will be responsible for coordinating all child protection activity. Where the DSL is unavailable the Deputy DSLs will cover the role and co-ordinate with the DSL on his/her return. The DSL/Deputy DSLs will be available to staff during school hours.
- 7.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- 7.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher / Principal. All concerns, discussions and decisions will be recorded in writing/electronically.
- 7.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 7.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 7.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 7.7 The Designated Safeguarding Lead will liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs or the named person with oversight for SEN in a college) 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.

- 7.8 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and given due regard to which adults have parental responsibility.
- 7.9 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 7.10 If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 7.11 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 7.12 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 7.13 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 7.14 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 7.15 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files.
- 7.16 The Headteacher/Principal will liaise with the DSL/Deputy DSLs to ensure adequate and appropriate DSL availability arrangements for any out of hours/out of term activities.

8. THE GOVERNING BODY

- 8.1 The Governing Body are the accountable body for ensuring the safety of the school and will ensure they comply with their duties under legislation, they will have regard to 'Keeping Children safe in Education' September 2018 to ensure that the policies, procedures and training in our schools is effective and complies with the law at all times.
- 8.2 The governing body will ensure that:
- The school has a safeguarding policy in accordance with statutory guidance which is reviewed annually. The policy, along with part one of Keeping children safe in education – September 2018 and information

regarding the role of the designated safeguarding lead, will be provided to all staff on induction.

- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers. At least one person on any appointment panel has undertaken appropriate safer recruitment training.
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- That all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated.
- That school staff receive regular updates for safeguarding and child protection knowledge from the DSL/Deputy DSL as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- The Head Teacher / Principal and all other staff who work with children undertake training annually;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers and whistleblowing.
- At least one senior member of the school's leadership team/staff acts as a Designated Safeguarding Lead and that person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- The designated safeguarding lead and any deputies will liaise with the local authority and work with other agencies. Information is shared appropriately between professionals and local agencies.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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.
- They are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings
- There are procedures in place to handle allegations against teachers, headteachers, Principals, volunteers and other staff.
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or

removed due to safeguarding concerns or would have been had they not resigned. Our Governing body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

- That staff should recognise that children are capable of abusing their peers. Our GB will ensure that our safeguarding/child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.
- That staff have the skills, knowledge and understanding necessary to keep looked after children safe and that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- They appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- **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**

8.3 The Governing Body ensures the safeguarding and child protection policies/procedures are reviewed annually

84 The Link Safeguarding Governor is responsible for liaising with the Head Teacher / Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

8.5 The Nominated Governor will liaise with the Head Teacher / Principal and the Designated Safeguarding Lead to produce a termly report for governors.

8.6 A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher / Principal.

8.7 Availability:

- The designated safeguarding lead or deputy will be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or Skype or other such mediums.
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities

9. A SAFER SCHOOL CULTURE

9.1 Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (DfES 2015). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

We will ensure that safe recruitment practices are always followed (for further information please see the NST Recruitment and Selection policy).

To establish the appropriate safeguarding culture Nishkam School will ensure that we:

- Hold a Single Central Record of Recruitment and confirm appropriate checks are completed prior to employment.

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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
 - Ensure that the interview panel consists of one member who has undertaken the Safer Recruitment Training.
 - Ensure that all staff are aware of the government guidance document Keeping Children Safe in Education (September 2018) and ensure that its recommendations are followed.
 - Educate pupils on the safe use of new technology including advice on safe use of mobile phones, internet, e-mail and social networking environments (See 'E-safety Policy' for pupils)
 - Maintaining professional boundaries in the use of telecommunications is equally important for staff. (See NST policy 'Telecommunications and Computer Use' for staff)
 - Ensure every member of staff (including temporary, supply staff, contracted staff and volunteers) and the governing body know the name of the Senior DSL and DDSL responsible for child protection and understands their role.
 - Ensure that staff receive safeguarding training as part of their induction process including this policy being made available to staff. All staff including supply staff will be reminded of their safeguarding responsibilities and school procedures for safeguarding before starting work.
 - Ensure that staff read Part One of the Keeping Children Safe in Education (KCSIE) guidance as part of their induction and are clear that safeguarding is the responsibility of ALL staff who come into contact with children and their families.

- All staff will be given a copy of the NST employee Code of Conduct policy that links to safeguarding and asked to confirm their acceptance of this and other relevant policies.
- All staff will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 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.
- Nishkam School Trust is committed to providing safeguarding training appropriate to their role and function to all staff regularly in line with the statutory guidance.

9.2 Staff Responsibilities

The Teacher Standards (2012) state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at our schools

Ensure all staff are given part one of Keeping Children Safe in Education together with annexe A, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our school's safeguarding policies and procedures and that they have attended safeguarding training.

- During induction, all staff members will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding and child protection policy; the staff behaviour policy/code of conduct; the school behaviour policy, Keeping Children Safe in Education - part 1, Annex A, Annex B- the role of the designated safeguarding lead and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need (section 17) and a child suffering, or likely to suffer, significant harm (Section 47) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child discloses that he/she is being abused or neglected.

All staff will need to:

- Have a responsibility to provide a safe environment in which children can learn

- Be aware of systems within their school which support safeguarding and have these explained to them during induction. This includes: the safeguarding/child protection policy; the staff behaviour policy/code of conduct; KCSIE 2018, role of the DSL and the names of the Designated Safeguarding Lead and deputies
- Be aware of the benefit from early help process and be prepared to identify children who may benefit from early help
- Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure
- Be aware that pupils 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.
- Understand the difference between 'concerns' and 'immediate danger of risk or harm'. Concerns should be discussed, if possible, with the DSL, and a course of action decided on. Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Staff should be aware that anyone can make a referral. In both cases, staff making a referral directly should inform the DSL as soon as possible. Staff should maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Any staff member who has a concern about a child must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals;
- Always act in the best interests of the child
- Will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- 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 members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and always speak to the designated safeguarding lead or deputy immediately
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of being drawn into anti-social behaviour including gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited and is a privately fostered child.

- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon, teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- 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/Principal. If the concern is about the Headteacher/Principal the member of staff should report this to the chair of governors/management committee. Our staff will comply with the guidelines in part four of Keeping Children Safe in Education.
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.

9.3 **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 Designated Safeguarding Lead and to seek further support as appropriate.

Staff Training:

- That all staff members undergo safeguarding and child protection training including online safety at induction. The training will be regularly updated. Our induction and training will be in line with advice from [local safeguarding partner arrangements](#). Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex A and annex B, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the school's behaviour policy, our school's children missing education procedures and other relevant safeguarding information e.g. the name of the designated safeguarding lead and deputy/ies . In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.

Designated safeguarding lead and deputies

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead and deputies will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with local safeguarding partner arrangements, other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

9.4 **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.

9.5 **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 pupils to share any worries or concerns with any adult in the school at any time.

10. OUR ROLE IN THE PREVENTION OF ABUSE

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

10.1 The curriculum

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying and online safety including the use of mobile devices (please see the E-safety policy for further details).

10.2. Online Safety

Our Governing Body understand that our 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.

10.3 Opportunities to Teach Safeguarding

- 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, citizenship and British Values.

10.4. E-Safety curriculum and computing, use of mobile technology (See separate policies for further information)

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and the ability to live stream can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with children/students at our school.

Pupils 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/students for circulation (e.g. happy slapping/sexting).

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

At Nishkam School's

- 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.

10.5 Use of mobile phones, cameras and other devices (See separate policies for further information).

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school/college 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.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents & visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

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.

11. Contextual Safeguarding

At Nishkam school's 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 designated safeguarding lead (or

deputy) 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

11.1 **Other areas of work**

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, and behaviour, will be linked to ensure a whole school approach.

11.2 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

12. **SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

12.1 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.

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 Four). Our staff will co-operate with local Channel panels as required.

12.2 Nishkam School Trust values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

12.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Nishkam School Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

12.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

12.5 Nishkam School Trust seeks to protect children and young people against the messages of all violent extremism.

13 **Risk reduction**

The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions

in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, use of school assemblies, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

- 13.1 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and local safeguarding partner arrangements.

14 Response

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 Designated Safeguarding Lead. The responsibilities of the SPOC are described in Appendix Five.

- 14.1 .1 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 Designated Safeguarding Lead if this is not the same person.
- 14.2 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

15.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues and include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

'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 designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate local safeguarding partner arrangements procedures by contacting the police and or social care.

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 and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

16. Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk will be a part of our school's/college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

We understand there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

16.1. 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 Wolverhampton Community Safety Team at: safer@wolverhampton.gov.uk
or call: 01902 551214

17. Specific Safeguarding issues - 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 Nishkam school's 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.

17 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.)

Nishkam staff will notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements. The designated safeguarding lead or deputy will speak to the family of the child 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.

18. 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 other children.

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 2018) 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

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 (Refer to Appendix Eight & Appendix Six). 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 students and their behaviour towards younger students 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.

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, sexual violence and harassment and sexual exploitation and sexting.

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 child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead or deputy 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 designated safeguarding lead or deputy will contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The designated safeguarding lead or deputy will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- 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 designated safeguarding lead or deputy 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; and
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

18.1. Support and care

At Nishkam School's we recognise and understand that peer on peer allegations will be very distressing situations for all concerned – the victim, perpetrator, other children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

19. Sexual Violence and harassment between children

If an incident of sexual violence or sexual harassment occurs our school/college 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 2018)

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.

At Nishkam School's 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"; and
- 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.

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Legislation.

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

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

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

Consent

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

Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Our school response to a report of sexual violence or sexual harassment

Our school will follow the guidance set out in part 5 Keeping Children Safe in Education and the DfE guidance Sexual violence and sexual harassment between children in schools and colleges -May 2018

- Any decisions made upon receipt of a concern will be made on a case-by-case basis by the designated safeguarding lead or deputy who will liaise with social care and or the police if necessary.
- All staff who have a concern regarding sexual violence or sexual harassment will speak with and report their concern to the designated safeguarding lead or deputy immediately
- 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 child/student
- Our staff will be supportive and respectful of the child/student
- Our staff will listen carefully to the child/student, they will be non-judgemental and will not ask leading questions
- Our staff will not promise confidentiality and will explain that the information will be shared with those people who will be able to help and progress the report.
- 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 child/student, listen very carefully and not be distracted by note taking.
- The record will only include the facts as the child/student 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 designated safeguarding lead or deputy.
- If the designated safeguarding lead or deputy is not involved in the initial report the staff member will speak to the designated safeguarding lead or deputy immediately.

20. Risk assessment

If we receive a report of sexual violence or harassment, the designated safeguarding lead or deputy will make an immediate risk and needs assessment. This will be considered on a case-by case basis

Our risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and

- all the other children (and, if appropriate, adult students and staff) at our school, especially any actions that are appropriate to protect them

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 children/students and we will put adequate measures in place to protect and keep them safe.

Our designated safeguarding lead or deputy 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 children/students 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;
- the ages of the children involved;
- the 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, adult students or school or college staff; and
- other related issues and wider context e.g. contextual safeguarding.

20.1 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/college 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/college taking immediate action to safeguard our children, where required.

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 children/students 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 children/students. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

20 Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Our Schools/colleges 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 or college. 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 designated safeguarding lead or deputy will work closely with the police (and other agencies as required), to ensure any actions our school/college take do not jeopardise the police investigation.
- If our school/college has questions about the investigation, we will ask the police.

The end of the criminal process

If a child/student 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 children/students 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 age and the developmental stage of 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/college 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 designated safeguarding lead) 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 designated safeguarding lead 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.

20.2 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 designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

20.1 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 child or young person (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.

20.2 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.

20.3 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.

20.4 Domestic Abuse

Domestic violence and abuse is:

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/college 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.

20.5 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies 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 school staff will consider homelessness in the context of children 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 designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

20.6 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

20.7 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.

20.8 **Care leavers**

Our 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 designated safeguarding lead or deputy should be given details of the local authority personal advisor appointed to guide and support the care leaver, our designated safeguarding lead or deputy will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

- **Designated safeguarding leads 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.**

21 **SEXTING AND SEXUAL IMAGERY**

21.1

At Nishkam School's 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 designated safeguarding lead 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

22. Child Sexual Exploitation (CSE)

At Nishkam School's 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.

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children 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.

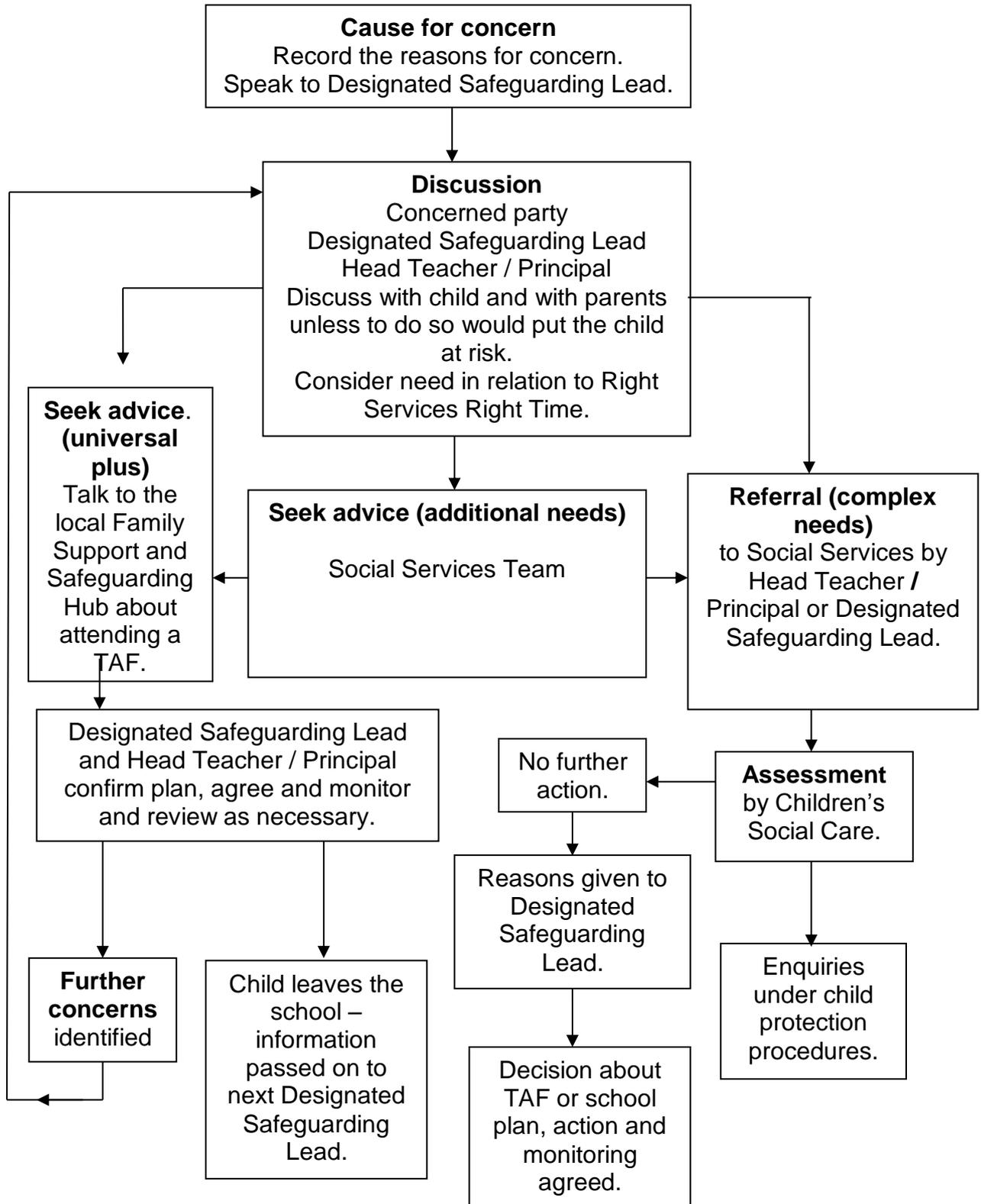
At Nishkam School we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with WSCB guidelines. Our staff will report any concerns regarding children at risk of CSE to the designated safeguarding lead or deputy who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required.

22.1 WHAT WE DO WHEN WE ARE CONCERNED

- 225.1 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/student'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.
- 225.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (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.
- 225.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- 225.4 If the concerns about the pupil/student 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.

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



23. INVOLVING PARENTS / CARERS

236.1 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 Designated Safeguarding Lead. 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 is 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.

23.2 Parents / carers will be informed about our safeguarding policy through letters, induction handbooks, the school website and other appropriate methods of communication as required.

24 MULTI-AGENCY WORK

24.1 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 Designated Safeguarding Lead 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.

24.2 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.

24.3 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.

24.4 Where a pupil/student 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.

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

25. INFORMATION SHARING

Our Governing Body understand that sharing information is vital in identifying and tackling all forms of abuse.

- Our Governors/Directors/Trustees understand and recognise the importance of information sharing between practitioners and local agencies. Our Governors/Directors/Trustees will ensure arrangements are in place that set out clearly the process and principles of information sharing within the school/college and with local safeguarding partner arrangements, other organisations, agencies and practitioners as required
 - Our Governors/Directors/Trustees 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.
 - Our Governors/Directors/Trustees understand the DPA 2018 and the GDPR 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.
 - Our Governors/Directors/Trustees 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'.
 - Our Governors/Directors/Trustees 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.
-
- Where children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or college. The file will be transferred separately from the main pupil file. Our school will ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
 - In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

26. OUR ROLE IN SUPPORTING CHILDREN

- 26.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 426.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be

involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

- 26.3 Children and young people 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 children and young people who abuse others will be considered separately from the needs of their victims.
- 26.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

27 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER (see Appendix Three)

For further details of the procedures see the NST policy for 'Allegations of abuse against staff'.

Our school has adopted the Trust's Managing Allegations Policy.

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.
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- If an allegation is made against the headteacher/Principal, the member of staff who has the concern must contact the chair of governors, chair of the management committee or proprietor of an independent school who must then contact the Designated Officer at the local authority immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.
-
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Our Governing Body. is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

28. CHILDREN WITH ADDITIONAL NEEDS/SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our governors know that children 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;
- Children 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/college will consider extra pastoral support for these children when necessary.

At Nishkam School's we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- being more prone to peer group isolation than other children; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children.

The use of 'reasonable force' in schools and colleges

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 and students. The decision on whether or not to use reasonable force to control or restrain a pupil/student 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/college 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/college can reduce the occurrence of challenging behaviour and the need to use reasonable force.

29. Confidentiality and Information sharing

Our school adopts the principles outlined in the DfE Information sharing guidance (July 2018)

We recognise that all matters relating to child protection are confidential. The Headteacher or designated safeguarding lead and deputies will disclose any information about a child to other members of staff on a need to know basis only. All

staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children. 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. All information and data is stored securely and any information or data is shared on a need to know basis.

30. Record Keeping

At Nishkam School's all records of concerns and safeguarding/child protection files are stored separately from the child's/student's school file. They are locked in a secure location.

If a child/student moves school, we will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and separately from the child's/student's main file. We will obtain a receipt from the receiving school. If our school is the last known school the child attend, records will be retained until the child's 25th birthday.

If a child/student arrives at our school with a child protection file we will ensure key staff such as designated safeguarding leads, designated teacher and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

31.. MONITORING AND REVIEW

Our safeguarding 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.

Our policy will be published on our website and paper copies are available upon request.

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

- 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):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- 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

2. PHYSICAL ABUSE

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

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.

3. SEXUAL ABUSE

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

4. CHILD SEXUAL EXPLOITATION

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.

5. EMOTIONAL ABUSE

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

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.

6. 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.

7. DISABLED CHILDREN

When working with children 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.

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 Head Teacher / Principal or the Designated Safeguarding Lead.

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 Designated Safeguarding Lead or Head Teacher / Principal.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. 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, 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**
"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.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. The Head Teacher / Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher / Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher / Principal must exercise, and be accountable for, their professional judgement on the action to be taken by notifying the Local Authority Designated Officer (LADO) Team and liaising with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
4. For details of this specific policy procedures see the NST policy on Allegations of Abuse against staff.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / 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 student / 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 student / 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 – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

9. Channel

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 panels as required.

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
 - Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/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 School Trust in relation to protecting students/pupils from radicalisation and involvement in terrorism;
 - Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
 - Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
 - Collating relevant information from in relation to referrals of vulnerable students / pupils into the relevant local agencies/police counter-terrorism units
 - Attending multi-agency meetings as necessary and carrying out any actions as agreed; reporting on progress where required and sharing additional information in a timely manner.
- * 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.

EXAMPLES OF PEER ON PEER ABUSE

Examples of safeguarding issues against a child 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.

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 or college's designated safeguarding lead 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.

CHILD SEXUAL EXPLOITATION (CSE)

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.

SEXTING (Youth Produced Sexual Imagery)

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.

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 adopts 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 (February 2014).

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 Designated Safeguarding Lead immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation- February 2014)
- 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

Contact Information for Nishkam Primary School Wolverhampton

<u>Role/Agency</u>	<u>Name</u>	<u>Telephone</u>	<u>E-mail</u>
Headteacher/Designated Safeguarding Lead	Mr H Dhanjal	01902 554900	Enquiries.NPSW@nishkamschools.org
Designated Safeguarding Lead	Mr J Gomersall	01902 554900	Enquiries.NPSW@nishkamschools.org
Pastoral Support Officer/Deputy Safeguarding Lead	Mrs S Latif	01902 554900	Enquiries.NPSW@nishkamschools.org
Chair of Governors	Mr B S Minhas	0121 348 7665	bs.minhas@nishkamschools.org
Safeguarding Governor	Mr S S Rana	01902 554900	ss.rana@nishkamschools.org
Bingley Families Strengthening Hub		01902 551 979	bingleySFH@wolverhampton.gov.uk
Whitmore Reans Families Strengthening Hub		01902 556585	whitmorereansSFH@wolverhampton.gov.uk
Looked after Children and Previously Looked After Children Lead	Mr H Dhanjal	Professional no	Enquiries.NPSW@nishkamschools.org
E-Safety Lead	Mr Gomersall	Professional no	Enquiries.NPSW@nishkamschools.org
MASH	Social Care	555392	
Social Care out of hours	Social Care	552999	
Children's Disability Team	Social Care	550911	childrenandyoungpeople's.disabilityservice@wolverhampton.gov.uk
Designated Officer/LADO	Paul Cooper	550661	Paul.Cooper@wolverhampton.gov.uk
Prevent – Community Safety Team	Wolverhampton Prevent Team	01902 551214	Safer@wolverhampton.gov.uk
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
Wolverhampton Virtual School Head*	Darren Martindale	551039	Darren.Martindale@wolverhampton.gov.uk
Wolverhampton CSE Lead	Sandeep Gill	550523	Sandeep.gill@wolverhampton.gov.uk
NSPCC Whistleblowing helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

For referral to the MASH/Central Referral Hub, phone 01902 555392 and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).

Out of hours: 01902 552999

Contact Information for Nishkam Primary School Birmingham

<u>Role/Agency</u>	<u>Name</u>	<u>Telephone</u>	<u>E-mail</u>
Headteacher	Ms Kundi	01216476890	enquiries@nishkamschools.org
Designated Safeguarding Lead	Mrs Brom	01216476890	enquiries@nishkamschools.org
Pastoral Support Officer/Deputy Safeguarding Lead	Mrs Sembi	01216476890	enquiries@nishkamschools.org
Chair of Governors	Mrs Bahra	01216476890	enquiries@nishkamschools.org
Safeguarding Governor	Mr Sahota		enquiries@nishkamschools.org
Looked after Children and Previously Looked After Children Lead	Mrs Brom	01216476890	enquiries@nishkamschools.org
E-Safety Lead	Mrs Sembi	Professional no	enquiries@nishkamschools.org
MASH	Social Care	01213031888	Lscbbirmingham.org.uk
Early Help	Social Care	01213031888	Lscbbirmimgham.org.uk
SENAR (special educational needs assessment and review)	Linda Jones	01213035489	SENARsecured@birmingham.gov.uk
Designated Officer/LADO	LADO	0121675 1669	Ladoteam@birminghamchildrenstrust.co.uk
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
NSPCC Whistleblowing helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

For referral to the MASH/Central Referral Hub, phone 0121 303 1888 and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).

Contact Information for Nishkam School West London

<u>Role/Agency</u>	<u>Name</u>	<u>Telephone</u>	<u>E-mail</u>
Headteacher/Designated Safeguarding Lead	Mr T Cragg	0203 141 8760	T.Cragg@nishkamschools.org
Designated Safeguarding Lead (Primary phase)	M Sukhjeet Rai	0203 141 8760	S.Rai@nishkamschools.org
Designated Safeguarding Lead (Secondary phase)	Miss J Atkin	0203 141 8760	J.Atkin@nishkamschools.org
Chair of Governors	Mr B Panesar		BS.Panesar@nishkamschools.org
Safeguarding Governor	Mr A. Golhar		AS.Golhar@nishkamschools.org
Looked after Children and Previously Looked After Children Lead	Through Care Team	0208 583 3173	
	Late Entry Team	0208 583 3578	
E-Safety Lead			
MASH	Social Care	0208 583 6600	csll-socialcare@hounslow.gcsx.gov.uk
Social Care out of hours	Social Care	0208 583 222	csll-socialcare@hounslow.gcsx.gov.uk
Children's Disability Team	Social Care	0208 583 66 00	csll-socialcare@hounslow.gcsx.gov.uk
Designated Officer/LADO	SAAM Duty	0208 583 5730	cpcc-gcsx@hounslow.gcsx.gov.uk
Prevent – Community Safety Team	Najeeb Ahmad	07890 540 433	Najeeb.ahmad@hounslow.gov.uk
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
Virtual School	Virtual school Lead	0208 583 2745	
NSPCC Whistleblowing helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

For referral to the MASH/Central Referral Hub, phone 01902 555392 and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).
Out of hours: 01902 552999

Contact Information for Nishkam High School Birmingham

<u>Role/Agency</u>	<u>Name</u>	<u>Telephone</u>	<u>E-mail or contact name</u>
Principal	Mr D Kearns	0121 348 7660	d.kearns@nishkamschools.org
Designated Safeguarding Lead	Ms V Chatwin	0121 348 7660	v.chatwin@nishkamschools.org
Pupil Achievement Manager/Deputy Safeguarding Lead	Ms K Kumar	0121 348 7660	k.kumar@nishkamschools.org
Chair of Governors	Mr A Bhabra	0121 348 7660	a.bhabra@nishkamschools.org
Safeguarding Governor	Mr H Singh Hunjan	0121 348 7660	Hs.hunjan@nishkamschools.org
Looked after Children and Previously Looked After Children Lead	Ms V Chatwin	0121 348 7660	v.chatwin@nishkamschools.org
E-Safety Lead	Ms J Chauhan	0121 348 7660	j.chauhan@nishkamschools.org
MASH/CASS	Birmingham Sandwell Dudley Walsall	0121 303 1888 0121 569 3100 01384 813061 01922 646640	
Social Care out of hours	Birmingham Sandwell Dudley Walsall	0121 675 4806 0121 569 3100 0300 555 8574 0300 555 2922	
Designated Officer/LADO	Birmingham Sandwell Dudley Walsall	0121 6751669 0121 5694797 01384 813110 0121 569 4770	Ladoteam@birminghamchildrenstrust.com Usma Bhati Yvonne Nelson Brown
Prevent – Community Safety Team	West Midlands Walsall Dudley Sandwell	0121 303 2627	Waquar Ahmed/ Razia Butt niall.markham@walsall.gov.uk > John.Hodt@dudley.gov.uk Michael_Botham@sandwell.gov.uk
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
Head Teacher Birmingham Virtual Schools	Andrew Wright	0121 464 6599	birminghamvirtualschool@birmingham.gov.uk
NSPCC Whistleblowing helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

For referral to the MASH/Central Referral Hub, phone 0121 303 1888 and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).