



### Safeguarding and Child Protection Policy 2022-2023

#### Named personnel with designated responsibility for Safeguarding:

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
2022-2023	Mrs K Quinn – Deputy Head	Mrs N Alexanders - EYFS Ms E Thompson - SENDCo	Mrs J Rowley	Mrs J Rowley
2021-2022	Mrs K Quinn – Deputy Head	Mrs K Meeson - Juniors Mrs N Alexanders - EYFS Ms E Thompson - SENDCo	Mrs J Keep	Mrs J Keep
2020-2021	Mrs E Wise	Mrs K Meeson Mrs N Alexanders	Mrs J Keep	Mrs J Keep
2019-2020	Mrs E Wise	Mrs K Meeson Mrs N Alexanders	Mrs J Keep	Mrs J Keep
2018-2019	Mrs E Wise	Mrs K Meeson Mrs N Alexanders	Mrs J Keep	Mrs J Keep
2017-2018	Mrs E Wise	Mrs C Baines	Mrs J Keep	Mrs J Keep
2016-2017	Mrs E Wise	Mrs C Baines	Mrs J Keep	Mrs J Keep

#### Policy review dates:

Review Date	Changes made	By whom	Date Shared
January 2023	Updated	Mrs K Quinn	19 January 2023
September 2022	Updated	Mrs K Quinn	5 September 2022
June 2022	Updated	Mrs K Quinn	20 June 2022
October 2021	Updated	Mrs K Quinn	22 October 2021
September 2021	Updated	Mrs K Quinn	21 September 2021
September 2020	Updated	Mrs E Wise	12 October 2020
March 2020	Updated re Covid 19	Mrs E Wise	1 April 20
September 2019	Updated	Mrs J Keep	11 September 2019
March 2019	Updated	Mrs J Keep, Mrs E Wise	12 March 2019
December 2018	Updated	Mrs E Wise	18 December 2018
September 2018	Updated	Mrs J Keep	11 September 2018
Report to the Board		Mrs J Keep	23 March 2018

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## 1. PURPOSE & AIMS

1.1 The purpose of Westfield School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. Where concerns arise for school age pupils visiting our school KQ or KM will contact their DSL to report this. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead/DSL (Deputy Head) will regularly liaise with the Safeguarding Team to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.6 Prior to implementing this policy we have considered a range of factors to help us identify and focus on the key issues for our school and community. We have reviewed our referrals and considered local context and local issues as well as discussed as a leadership team and with the Governing Body what our key priorities are.

## 2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff 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 must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Safeguarding is explicitly embedded into both our Junior and Senior PSHEE curricula. E-safety is also part of the ICT curriculum, as well as being addressed in assemblies and talks. All girls are encouraged through the above to discuss general issues openly and to bring any personal concerns in confidence to a member of staff.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (DfE2018) and Local Safeguarding Board Procedures.

### 3. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mrs K Quinn, Deputy Head	<a href="mailto:kquinn@westfield.newcastle.sch.uk">kquinn@westfield.newcastle.sch.uk</a> 0191 255 3980
Deputy DSL	Mrs N Alexanders Ms E Thompson  Mr G Hallam (NSB)	<a href="mailto:nalexanders@westfield.newcastle.sch.uk">nalexanders@westfield.newcastle.sch.uk</a> <a href="mailto:ethompson@westfield.newcastle.sch.uk">ethompson@westfield.newcastle.sch.uk</a> 0191 255 3980 <a href="mailto:ghallam@newcastleschool.co.uk">ghallam@newcastleschool.co.uk</a> 0191 255 9300
Headmaster	Mr N Walker	<a href="mailto:nwalker@westfield.newcastle.sch.uk">nwalker@westfield.newcastle.sch.uk</a> 0191 255 3980
Named Safeguarding Governor	Mrs J Rowley	<a href="mailto:jackierowley65@gmail.com">jackierowley65@gmail.com</a> 0191 255 3980
Chair of Governors	Mrs J Rowley	<a href="mailto:jackierowley65@gmail.com">jackierowley65@gmail.com</a> 0191 255 3980

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

**It is the responsibility of all members of staff to read the appropriate sections of 'Keeping Children Safe in Education' DfE (2022) that are relevant to their role;**

- a. **Part 1 KCSIE should be read and understood by all staff**
- b. **Annex B should be read and understood by school leaders and those who directly work with children**

#### **The Governing Body**

3.2 The Governing Body of Westfield School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Partners' policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (DfE2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are deputy DSL(s) who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly, at least annually.
- The named governor for safeguarding will monitor the Single Central Register termly.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance – see Section 11 Safeguarding Policy;
- Safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*' DfE2022
- Governors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Appropriate arrangements are in place to keep children safe when organisations or individuals rent or hire school facilities/premises. Safeguarding requirements will be included in any hire or lease agreement as a condition of use of the premises.

3.4 The governing body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the governing body how the school meets its statutory requirements.

The governing body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

The named governor responsible for safeguarding will carry out an audit of the safeguarding policy and practice annually with the DSL.

### **The Headmaster**

3.5 At Westfield School the Headmaster is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in their absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

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

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of '*Keeping Children Safe in Education*' (DfE);

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on CPOMS, which will alert the DSL (or in writing and given to the DSL).

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 We will attend child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely. When children leave school, the DSL will ensure child protection records are transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt will be obtained. This could also be transferred using CPOMS.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

3.12 The DSL will help promote educational outcomes by sharing information about the issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

3.13 The DSL will carry out termly monitoring of the Single Central Register

3.14 The DSL and deputies have undergone training, including inter-agency working, to provide them with the knowledge and skills required to carry out the role. The training is updated **every two years**.

### **Clennells**

Clennell Education Solutions provide training and support for Westfield School and leadership to ensure we fulfill our safeguarding responsibilities.

## DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as:

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

(KCSIE DfE2022)

## 4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place.

They will be provided with:

2. Safeguarding / Child Protection Policy
3. Behaviour Policy
4. Staff Code of Conduct
5. Whistleblowing Policy
6. *'Keeping Children Safe in Education'* DfE (2022);
  - a. **Part 1 KCSIE should be read and understood by all staff**
  - b. **Annex B should be read and understood by school leaders and those who directly work with children**
7. Safeguarding responses to children who go missing from education (Appendix G) and CME Policy
8. Role of the Designated Safeguarding Lead (including the identity of the DSL and any deputies).

All staff are expected to read these key documents and fully **understand** their responsibility. They will also be provided with information about the school's recording procedures.

### Part 1 KCSIE

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. These staff will sign documentation to confirm attendance at the induction training. See Appendix Q.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of *'Keeping Children Safe in Education'* DfE (Sept, 2022); In order to achieve this, we will ensure that:

- all members of staff are required to sign to confirm they have read and understood KCSIE 2022 Part 1 and Annexes A and B
- Senior Leaders and Governors will sign to confirm they have read and understood Parts 1-5 and Annexes A-F of KCSIE 2022
- all members of staff will undertake appropriate safeguarding training on an annual basis.
- we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, staff meetings, best practice sessions, talks by outside speakers, attendance at relevant courses), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of who our DSL and alternative staff members are and what the recording and reporting system is. (See Appendix B).

4.5 The DSL, the alternative designated members of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training.

In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, '*Keeping Children Safe in Education*' (Sept, 2022) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, throughout the school year we will brief staff on key issues identified within Keeping Children Safe 2022.

## Why safeguarding is important

At our school we feel it is important for children to receive the right help, at the right time to address risk and prevent issues from escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act and refer early signs of abuse and neglect
- poor record-keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information, delays in sharing
- lack of challenge to those who appear not to be taking action

Our school policies and procedures aim to address all areas of poor practice and we ensure staff seek advice when unsure.

### 4.8 Specific Safeguarding Issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via Child on Child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear about Westfield's policy and procedures with regards to Child on Child abuse. We must never dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate

- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexual violence and harassment between children in schools and colleges
- sexting
- trafficking and modern slavery

*(For further information see appendix C-P) and (KCSIE Section 5 DfE 2022)*

## 5. PROCEDURES FOR MANAGING CONCERNS

### **(Working Together to Safeguard Children DfE2018)**

All staff follow the school's procedures which are consistent with 'Working Together to Safeguard Children DfE2018' and Keeping Children Safe in Education September 2022

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another member of the safeguarding team or senior member of staff in the absence of the designated person) prior to any discussion with parents.

#### **Identifying children and young people who may be suffering significant harm:**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

#### **Definitions**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday. We will continue our commitment to safeguarding for our pupils until after they leave school, even if they have reached 18 years.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

**Development** means physical, intellectual, emotional, social or behavioural development;

**Health** includes physical and mental health. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the guidelines outlined in this policy. See Appendix Q for further details.

**Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

#### **Abuse and Neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or deputies)

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

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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



**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.

**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.

**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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

**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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

#### **What staff should do if they have a concern about a child**

All staff **must** report **any** concerns they have about a child through CPOMS and not see these as insignificant. Staff should **not** assume a colleague or another professional will act and share the concern.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

#### **Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Staff are also encouraged to actively consider children who might present as vulnerable.

### **Vulnerability**

Staff should consider children who may be particularly vulnerable to abuse and may require early help.

This could include:

- Any child with additional needs including children with Special Educational Needs / Disabled children (SEND)
- Children facing housing issues such as frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Families with increased stress, parental mental ill health and/or drug and alcohol dependency
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care
- Asylum seekers / refugees
- Those vulnerable to discrimination on the basis of a protected characteristic
- Children living in households with domestic abuse
- Children at risk of so called 'honour'-based abuse including FGM and forced marriage
- Children with communication difficulties
- Children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

A child who is:

- A young carer
- Showing signs of being drawn into anti-social and / or criminal behaviour / involved in gangs
- Frequently missing from school / home / care home
- Misusing drugs or alcohol
- At risk of being radicalised
- At risk of being exploited (criminal / sexual)
- Showing signs of neglect and abuse
- At risk of modern slavery / trafficking

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

### **Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. At Westfield we recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that she can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete CPOMS or a cause for concern form (Appendix M)

## Responding to a report of sexual violence or harassment, in addition to the guidance above

Staff will:

- if possible speak to the child with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- if the report includes an online element, staff should be aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.** In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- Staff should not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- Staff must recognise that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Staff should recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Staff should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- Staff must listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- Staff should consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Staff should only record facts as the child presents them. The notes should not reflect the personal opinion of the note taker. As a school we should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- Staff must inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

All staff at Westfield School received specific training on identifying and responding to a report of sexual violence and harassment in April 2022

5.1 Westfield School adheres to child protection procedures that have been agreed locally through the Local Safeguarding Partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

5.2 Every member of staff including volunteers working with children at our school 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 interests of the child and have a responsibility to take action as outlined in this policy.

5.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the

attention of the most senior member of staff. In the case of a student from Newcastle School for Boys, the first point of contact should be Mr Hallam, their DSL.

5.5 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures on CPOMS or by completing a cause for concern form: See appendix M).

5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Clennells and Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead.

5.7 All referrals will be made in line with Local Children's Services procedures. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headmaster. Concerns should always lead to help for the child at some point.

5.8 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternative and the Headmaster are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.9 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headmaster or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

### **Early Help:**

5.10 If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, acting as the lead practitioner.

Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

### **Statutory children's social care assessments and services:**

Concerns about a child's welfare will be referred to the local authority children's social care by the DSL. **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.**

Referrals will follow the local authority referral process.

Where a child in school has a Child in Need plan or a Child Protection plan, the school will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need / Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in school. All staff should be prepared to contribute to the report writing process.

### **Child on Child abuse:**

5.11 Children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on Child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between peers, many of which may be sexual in nature. We

recognise that even if there are no reported cases of Child on Child abuse that such abuse may still be taking place and all staff should be vigilant. Child on Child abuse is most likely to include, but not limited to:

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and sexual harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Consensual and non-consensual sharing of nudes and semi-nudes images and /or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence)

A difficult feature of Child on Child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

In cases where Child on Child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of Child on Child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable
- Ensures staff are aware of the indicators and signs of Child on Child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensures staff and students are aware of the policies
- Ensures robust supervision and be aware of potential risky areas in the school
- Increases supervision during key times
- Takes steps to prevent isolation
- Separates children if needed
- Where risk is identified, a student risk assessment is put in place

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school
- Discussion of topics in PSHEE
- Assemblies
- Posters

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures (CPOMS or by completing a cause for concern form (See appendix M).
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL.
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL will balance the child's wishes against their duty to protect the child and other children
- The school will work with our local safeguarding partners where appropriate
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children's procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child-on-child abuse.

Victims, perpetrators and any other children affected by child-on-child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be considered, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made and a safety plan put in place when required
- Early help, children's social care and other agencies will support where appropriate

There are a number of factors that make children more vulnerable to child-on-child abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (SEN and/or disabilities).

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional abuse
- The child may have viewed sexually explicit / violent movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone

Relationship abuse is unacceptable behaviour between any two people.

Further information: [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)

## **Consensual and non-consensual sharing of nude and semi-nude images and/or videos**

5.12 The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The term 'nudes' is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

Incidents may also occur where:

- Children find nudes and semi-nudes online and share them claiming to be from a peer
- Children digitally manipulate an image of a child into an existing nude online
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.

Many professionals may refer to 'nudes and semi-nudes' as:

- Youth produced sexual imagery or 'youth involved' sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of 18.
- 'Sexting'. Many adults may use this term, however some children interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes.

### Initial response

When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

- The incident should be referred to the DSL (or deputy) as soon as possible.
- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

### Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the child – **in most cases, images or videos should not be viewed**
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms as this may be unknown
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the children involved which would influence risk assessment
- If there is a need to contact another education, setting or individual
- Whether to contact parents or carers of the children involved - in most cases they should be involved

An immediate referral to police and/or children's social care through the MASH or equivalent will be made if at this initial stage:

- The incident involves an adult.
- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The images involve sexual acts and any child in the images or videos is under 13.
- You have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children's social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed later.

The decision to respond to the incident without involving the police or children's social care will only be made in cases where the DSL is confident that they have enough information to assess the risks to any child involved and the risks can be managed within the school's support and disciplinary framework and, if appropriate, their local network of support.

### Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

When assessing the risks and determining whether a referral is needed, the following should be also considered:

- Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
- Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?
- Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
- How old are any of the children involved?
- Did the child send the nude or semi-nude to more than one person?
- Do you have any concerns about the child's vulnerability?
- Are there additional concerns if the parents or carers are informed?

The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

### Supporting the child involved

The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will consider the views of the child as well as balancing what are appropriate actions for responding to the incident.

The purpose of the discussion is to:

- Identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved.
- Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of.
- Discuss what actions and support might be needed, including preventing further distribution.

When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

- Reassure the child that they are not alone, and the school will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process.
- Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents and carers to understand the wider issues and motivations around this.
- Remain solution-focused and avoid any victim-blaming questions such as 'why have you done this?' as this may prevent the child from talking about what has happened. For example, they will use questions such as 'describe what happened' or 'explain to me who was involved'.
- Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s).
- Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens.
- Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them
- Signpost to the IWF (Internet Watch Foundation) and [Childline's Report Remove tool](#). Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture.



### **Informing parents and carers**

Parents or carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents or carers will be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

### **Supporting parents and carers**

Children and young people can be involved in an incident in several different ways. They may lose control of their own image, receive an image of someone else or share an image of another person. In any of these situations, parents and carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions.

Whatever their feelings, it is important that we listen to their concerns and take them seriously. We will also help to reassure parents and carers by explaining that it is normal for young people to be curious about sex.

In all situations, parents or carers will be:

- Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school.
- Given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate.
- Given support on how to speak to their child about the incident.
- Advised on the law around the sharing of nudes and semi-nudes.
- Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline counsellor [online](#) or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999.
- Directed to [NCA-CEOP](#) if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

### **Searching devices, viewing and deleting nudes and semi nudes**

Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below.

Wherever possible, responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing is:

- The only way to decide about whether to involve other agencies because it is not possible to establish the facts from any child involved.
- Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or parent or carer in making a report.
- Unavoidable because a child has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

If it is necessary to view the imagery, then the DSL will:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, we will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the headteacher or a member of the senior leadership team.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team.
- Ensure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher or a member of the senior leadership team's office.

- Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated.
- If any devices need to be taken and passed onto the police, the device(s) will be confiscated and the police will be called. The device will be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place, in a locked cupboard until the police are able to come and collect it.

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted them. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the school's procedures. Copies of imagery should not be taken.

It is important that children and young people understand the school's policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that school will support them if they experience difficulties or have concerns.

**For more information:** Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK ([www.gov.uk](http://www.gov.uk))

## CYBERCRIME

5.13 Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

## **HONOUR BASED ABUSE INCLUDING FGM**

5.14 At Westfield School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. 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 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. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015). (see appendix D)

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

## **RADICALISATION**

5.15 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Westfield School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism. DSL will receive further training in November 2022
- Most staff received Prevent training in 2015/16 following release of guidance.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- All visiting speakers are checked to ensure, as far as is reasonably possible, that our pupils are kept safe from extremist material. Visiting speakers are accompanied at all times by members of staff.

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR CERTAIN HEALTH ISSUES**

5.16 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. Children with SEND are three times more likely to be abused than their peers. These additional barriers can include:

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

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENCo (part of the safeguarding team) will work together when dealing with reports of abuse involving children with SEND.

## **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside school or college and/or can occur between children outside the school or college. All staff should be considering the context within such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should

consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

<b>Social factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>Risky behaviour for some pupils at local parks including alcohol, drugs and sexualised behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>We teach pupils about personal safety and making the right decisions to keep themselves safe regarding their behaviour beyond school.</li> <li>Key Stage 3 classes are also taught about anti-social behaviour and the dangers of alcohol.</li> <li>Senior age groups also take part in learning about dangers of sexualised risky behaviours.</li> </ul>
<b>Peer Group factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>Pupils have older siblings who may be influential to younger family members.</li> </ul>	<ul style="list-style-type: none"> <li>Our curriculum teaches pupils about the issue of 'peer pressure'.</li> <li>Pupils engage in different scenarios and are given choices to make through role play. Pupils are taught to be confident and assertive through our PSHE curriculum.</li> <li>We also engage in 'anti-bullying' activities and we high profile this with our school community.</li> <li>We encourage any child feeling pressurised to talk with an adult or share with their Big Sisters.</li> </ul>
<b>Home factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>Lots of our pupils are connected to the internet at home and regularly engage in social media sites and online games with their friends.</li> </ul>	<ul style="list-style-type: none"> <li>Through our Computing Curriculum, pupils are taught about online safety. Every pupil has signed our 'Acceptable Use' contract. Parents sign an 'Acceptable Use' contract too.</li> <li>Internal and external providers deliver workshops in relation to online incidents. This proactive and responsive approach allows us to target certain groups of pupils or individuals and gives us the flexibility to respond to school incidents.</li> <li>Parents are also given the opportunity to engage in parental workshops for guidance.</li> </ul>

## 6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern and relevant information on the school's CPOMS system or using the agreed reporting form if necessary (Appendix M). Any concerns should be passed to the DSL without delay.

Each record should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of each action taken, decisions reached and the outcome
- Information from a child written verbatim
- Date and signature / record of who completed the record

If there is any doubt about recording requirements, staff should discuss with the DSL

6.2 Any information not recorded on CPOMS will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; chronology information, front cover and will record significant events in the child's life. The school is moving to using CPOMS for such records.

6.4 When a child leaves our school, the DSL will contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner, where appropriate in the form of electronic records via CPOMS audit features. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of

recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority. All the above complies with GDPR 2018 guidelines (see our Data Protection Policy).

## **7. WORKING WITH PARENTS & CARERS**

7.1 Westfield School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above). We endeavour to hold at least two emergency contact numbers for each pupil;
- Full names and emergency numbers of adults who pick up Junior House pupils in addition to the adults above.

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. If in any doubt about information sharing, staff should speak to the DSL or deputy DSL. 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.

## **8. CHILD PROTECTION CONFERENCES**

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually, the person representing the school at these meetings will be the Headmaster or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our

responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **9. SAFER RECRUITMENT**

9.1 We will ensure that the Headmaster and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headmaster and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (Sept, 2022).

9.2 At Westfield School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

9.4 Where staff work in EYFS or wraparound care for children under the age of 8 we will ensure the appropriate checks are carried out to ensure that individuals are not disqualified under the Children Disqualification Regulations 2018.

9.5 We will continue to be vigilant in school and encourage staff to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

## **10. SAFER WORKING PRACTICE**

10.1 All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed guidelines must be adhered to.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should be left open wherever possible.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. Further advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (2019 with an addendum 2020). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10.5 Use of mobile phones, I-pads and cameras in early years. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in line with our Use of Electronic Devices in Early Years.

**10.6 Use of Reasonable Force** - All members of school staff have a legal power to use reasonable force (Education and Inspections Act 2006). The DfE guidance states that staff can use reasonable force when:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force has not been used at Westfield. However, this does not mean that incidents cannot occur. If reasonable force is used it is essential that the incident is reported to the DSL, CPOMS is updated and parents are contacted.

## Visitors

The school has clear protocols for visitors to ensure they are suitable and supervised as appropriate.

All visitors will be asked to show photo ID on arrival. Visitors with DBS will be expected to confirm they have an appropriate DBS. Additional checks are carried out by staff into visitors and the school will keep a record of all visitors.

Visitors will be expected to understand that the school promotes British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that they will need to uphold these during their visit. For some visits, the school will request a copy of the material to be used to assess its content and relevance to the age group. If during the visit the supervising member of staff deems the content to be inappropriate they will stop the visitor and discuss an alternative approach.

During the visit, visitors will be supervised by a member of school staff. Where the visitor will be working on a one-to-one basis with a child, specific safeguarding arrangements will be put in place.

## 11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. It is essential that all concerns are reported to the DSL or HT, even if they are considered low-level.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the *local procedures* and '*Keeping Children Safe in Education*', DfE (Sept, 2022) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral.

### Allegations that meet the harms threshold

11.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headmaster immediately. This includes concerns relating to agency and supply staff and volunteers. Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in school would apply when staff (including volunteers and supply staff) have (or alleged to have):

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

The last bullet point includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt we will seek advice from the LADO.

When an allegation is made against an adult that meets the above criteria it should be reported immediately to the headteacher who is the 'case manager'. This includes allegations made against agency and supply staff, volunteers and contractors.

Should an allegation be made against the headteacher, this will be reported to the Chair of the Governing Board. In the event that neither the headteacher nor Chair of the Governing Board is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as headteacher / the DSL or the Vice Chair of the Governing Board.

The case manager will conduct basic enquiries in line with local procedures and KCSIE DfE2022 to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and / or children's social care will be convened. Cases of suspected abuse will be referred to Children's Social care.

The case manager will immediately discuss with the LADO, the nature, content and context of the allegation and agree a course of action. Where the case manager deems there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately. All discussions, agreed actions and communications will be recorded in writing using the Cause for Concern form. The LADO should be informed within one day of any allegations made to the case manager and any actions taken.

If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

The case manager will ensure that parents of the child or children involved are formally told about the allegation as soon as possible and kept informed of the progress of the case, only in relation to their child. They will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress.

The case manager will monitor the progress of the case to ensure that it is dealt with as quickly as possible in a thorough and fair process.

The case manager will carefully consider whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious it might be grounds for dismissal. The case manager will seek views from HR and the LADO, as well as the police and children's social care where they have been involved. Where an individual is suspended they will be provided with a named contact in school.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or resigns or otherwise ceases to provide their services.

The school has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child.

In the case of a member of teaching staff, the case manager must consider making a referral to the TRA to consider prohibiting the individual from teaching.

11.6 In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported to local authority designated officer (LADO).

If an allegation is made against a supply teacher, agency worker or contractor, the headteacher will liaise closely with the agency involved. The headteacher will ensure that any allegations are dealt with following the school's procedures and in liaison with the LADO.

If an allegation is made against a governor, the headteacher will follow local authority arrangements for managing allegations, liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. For all other allegations a written record of details of the investigation and the outcome will be retained in the individual's personnel file in line with KCSIE 2022 and a copy provided to the individual.

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation needs help or may have been abused by



someone else and this is a cry for help. A referral to children's social services may be deemed appropriate. Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the headteacher will consider whether disciplinary action should be taken against a child, or whether the police should be asked to consider action against an adult.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

On conclusion of a case in which the allegation is substantiated, the case manager and the LADO will review the case to determine whether there are any improvements to be made to the school's procedures or practices to help prevent similar events in the future.

Allegations against a teacher who is no longer teaching should be referred to the police. Non-recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

11.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headmaster or Chair of Governors should contact the LADO directly. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

11.8 The School has a legal duty to refer to the Disclosure and Barring Service and the TRA anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

#### **Low-level concerns**

11.9 All concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria indicated in the allegations section above.

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a nagging doubt. An adult working in or on behalf of the school may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of school and does not meet the allegations criteria or is not considered serious enough to refer to the LADO.

Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Using inappropriate language

#### **Recording low-level concerns**

- All low-level concerns should be recorded in writing.
- The record should include details of the concern, the context in which the concern arose, and action taken.
- The names of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then this should be respected as far as possible
- Low-level concerns about a member of staff should be reported immediately to the DSL/headteacher. Where the concern is about the DSL it should be reported to the headteacher and where it is about the headteacher it should be reported to the Chair of the Governing Board.

Low-level concerns about a supply teacher or contractor should be reported as above.

The DSL/headteacher will notify the employer so that any patterns of inappropriate behaviour can be identified.

### Responding to low-level concerns

- All low-level concerns will be recorded by the DSL/headteacher and stored securely and confidentially.
- If the concern has been raised by a third party the headteacher or DSL will collect as much information as possible by speaking:
  - directly to the person who has raised the concern, if not anonymous.
  - To the individual involved and any witnesses
- These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

## 12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Data Protection
- Data Retention
- Anti-Bullying
- Behaviour and Rewards Policy
- Recruitment, Selection and Disclosures Policy and Procedures
- Whistle-blowing
- Remote Learning Guidance for Staff
- Home Learning in Senior and Junior
- Attendance
- Media
- Missing Pupil Policy and Procedures
- ICT
- Health and Safety
- Multicultural Education and Anti-Racism
- Equal Opportunities
- Relationship and Sex Education
- Intimate Care
- Medical and First Aid
- Educational visits
- Gender Identity Policy
- Use of electronic devices
- Uncollected Child

Each of the policies is reviewed and approved by the Board of Governors (see individual policies for relevant dates).

## 13. STATUTORY FRAMEWORK

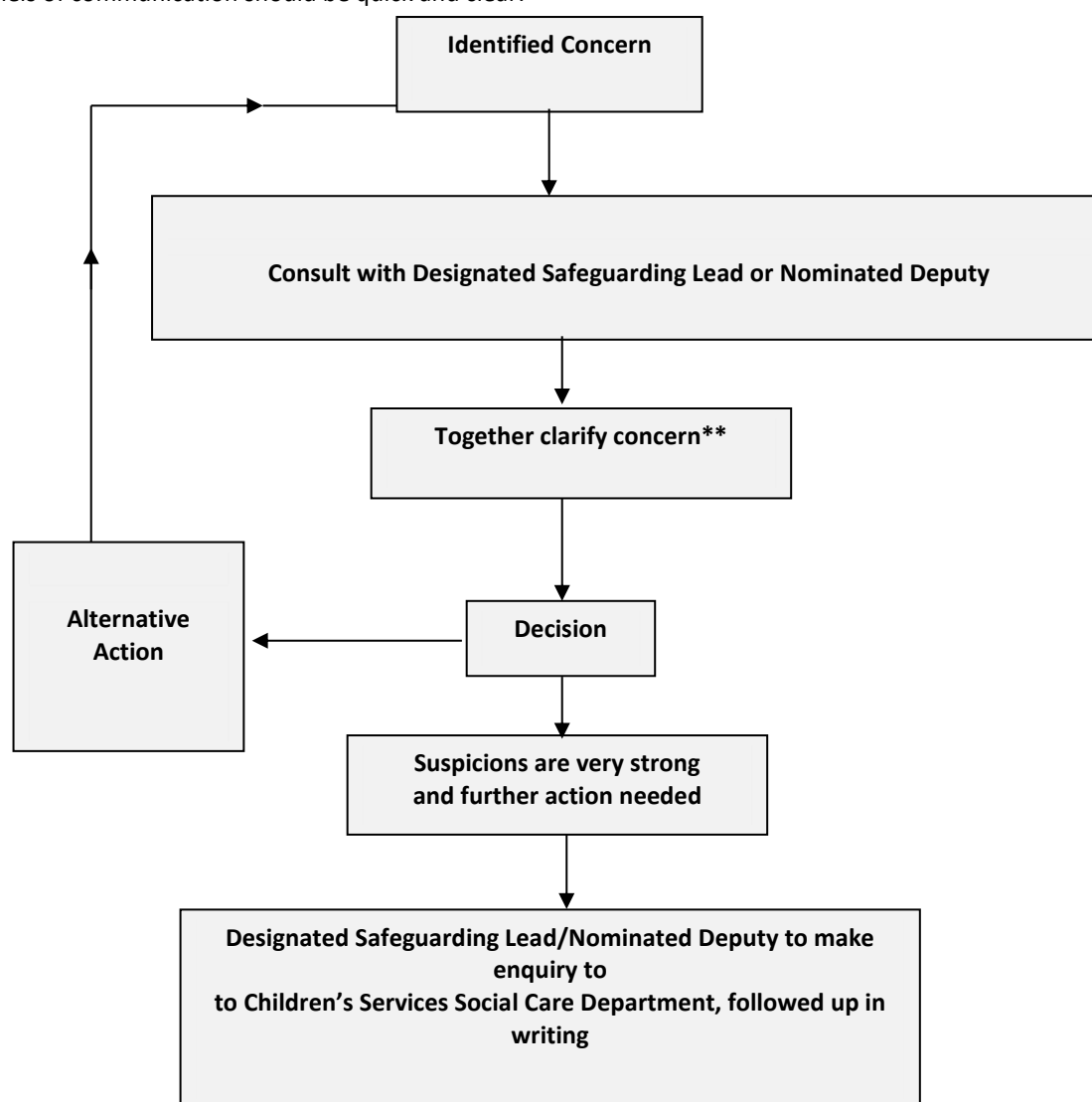
This policy has been devised in accordance with the following legislation and guidance:

- *'Working Together to Safeguard Children DfE2018: A guide to inter-agency working to safeguard and promote the welfare of children'*, (HM Government 2018 (updated December 2020 with factual changes in relation to information sharing, homelessness duty and references to domestic abuse)) (Statutory guidance)
- *'Keeping Children Safe in Education'*, DfE (Sept, 2022) (Statutory Guidance)
- Local Safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019) (Addendum in light of Covid published April 2020).
- Statutory framework for the early years foundation stage (DfE 2022) (Statutory guidance)
- Sexual violence and harassment between children in schools and colleges (KCSIE 2022) (Advice for schools)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE September 2020) (Statutory guidance)
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (HM Government July 2018)
- *'The Prevent duty: Departmental advice for schools and childcare providers'*, DfE (2015)
- Revised Prevent duty guidance: for England and Wales (HM Government April 2021) (Statutory guidance)

- 'Multi-agency statutory guidance on female genital mutilation' (HM Government July 2020) (Statutory guidance)
- Children missing education (DfE September 2016) (Advice for schools)

## Appendix A – Suspect child at risk. Action to take

Channels of communication should be quick and clear:



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Any member of staff who is unhappy with the joint decision made with the Designated Safeguarding Lead can consult with the Headmaster/Chair of Governors or seek advice from key staff within the Local Authority

**Appendix B: Safeguarding Induction Sheet**  
**(For new or supply staff and regular visitors or volunteers)**



We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Mrs K Quinn, Ms E Thompson, Mrs K Meeson or Mrs N Alexanders. Please ensure you complete all sections as described.**

**If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headmaster. If an allegation is made about the Headmaster you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473. [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-we-do/our-services/child-protection/whistleblowing-helpline/) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**The people you should talk to in school are:**

Designated Safeguarding Lead (DSL):	Mrs K Quinn
Location of office:	Senior House
Contact Number:	0191 255 3980
Alternative Designated Leads:	Mrs N Alexanders, Ms E Thompson
Location of office:	Junior House and Ms Thompson Senior House
Contact Number:	0191 255 3980
Chair of Governing Body	Mrs J Rowley
Contact Number:	0191 255 3980

*At Westfield School we strive to safeguard and promote the welfare of all of our children.*

## SPECIFIC SAFEGUARDING ISSUES

### Appendix C

For more information on specific safeguarding issues please refer to Keeping Children Safe in Education Sept, 2022

#### Appendix C1 - Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, can range from opportunist to complex organised abuse and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

#### Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Appendix C2 - Child Criminal Exploitation**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. Children are also increasingly likely to be targeted through social media as, 'Money mules,' where their bank accounts are used for money laundering. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

- can affect any child or young person (male or female) under the age of 18 years
- can affect a vulnerable adult over the age of 18 years
- 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 linked to gender, cognitive ability, physical strength, status and access to economic or other resources.

## **COUNTY LINES**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for purposes of transporting drugs. A referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county line exploitation:

### **Signs and Symptoms may include:**

- persistently going missing from home or school
- being found out of area
- unexplained acquisition of money, clothes or mobile phone
- excessive receipt of calls and text messages
- relationships with older controlling individuals
- associated with gangs
- leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- parental concerns
- significant decline in school performance
- significant changes in emotional wellbeing

## Appendix D – Belief and Faith Related Abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation
- Forced Marriage
- Breast Ironing

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### D1: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy:  partial/total removal of clitoris	Excision:  partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad



- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

#### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

#### **The 'One Chance' rule:**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**

As KCSIE (DfE2022) now states:

*'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions'*

**Further information:** [www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

#### **Appendix D2: Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the 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. Schools and colleges can play an important role in safeguarding children from forced marriage. (KCSIE DfE2022)

#### **Signs and symptoms may include:**

- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem.
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season.
- Students may present with a sudden decline in their performance, aspirations or motivation.
- They may be subject to excessive restrictions and control at home.
- Some students may not be allowed to attend any extra-curricular or after-school activities
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks.
- Some students may stop attending school or college
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members.
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness.

- Professionals being told that the student is out of the country.
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.
- Conflict between the student and their parents about whether the student will be allowed to continue their education
- Family history of older siblings leaving education early and marrying early

#### **How education professionals can help:**

- Signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Ensuring that a private telephone is made available should students need to seek advice discreetly.
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Referring students to an Education Welfare Officer, Pastoral Tutor, Learning Mentor or School Counsellor as appropriate.
- Encouraging young people to access appropriate advice, information and support.

(Multiagency practice guidelines: handling cases of forced marriage pg. 32-26)

#### **Appendix E – Radicalisation**

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, 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.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 or the internet) and settings (such as within the home).

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, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should 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 Prevent referral.

The school's DSL and deputies should be aware of local procedures for making a Prevent referral.

#### **Schools Leaders must:**

- Familiarise themselves with the revised Prevent duty guidance: for England and Wales
- Take part in Prevent training and ensure staff have the relevant training
- Assess local risk of extremism

- Ensure there are robust IT protocols to filter out extremist materials
- Ensure school buildings are not be used to give a platform to extremists

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

### **Other duties on schools include:**

- Effective partnership working with other local agencies, eg. Newcastle Safeguarding Partners (formerly LSCB), police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of Local Safeguarding Partners' policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there are robust ICT protocols that filter out extremist materials
- School buildings much not be used to give a platform to extremists

### **Understanding and recognising risks and vulnerabilities of radicalisation**

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

### **Possible indicators include:**

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means;
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

**Further information:** [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

### **Appendix F: Private Fostering**

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for Schools and Education Services - September 2016

- Children who need alternative care because of parental illness

- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

**Further information:** [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

#### **Appendix G: Children Missing Education:**

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register because she –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which she is registered (moved within the city, within country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe she will return to the school at the end of that period; or
- Has been permanently excluded

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children who would be considered 'missing'

*Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'* [www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)

#### **Appendix H: Child on Child Abuse:**

At Westfield School we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Child on Child abuse will not be tolerated or passed off as part of "banter" or "growing up." Dismissing or tolerating such behaviour risks normalising them. At Westfield School there is a zero-tolerance approach to child on child abuse. We will never dismiss sexual violence or sexual harassment as, "just having a laugh" or "boys being boys"

In cases where Child on Child abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation/Child Criminal Exploitation
- Bullying
- Radicalisation
- Abuse in intimate friendships
- Children who display sexually harmful behaviour
- Gang associated and serious violence
- Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to Child on Child abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience Child on Child abuse but they do so in gendered ways.

A difficult feature of peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between two people. You don't have to be an 'official couple' to experience abuse and it doesn't matter what your relationship looks like; gay, straight or bi, or whether you're a girl, boy or have another gender identity.

**Further information:** [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)

Some of the complicated reasons children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.
- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.
- Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

#### **Preventing Child on Child Abuse:**

Peer abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children.

- Having clear robust policies on dealing with key issues such as cyber bullying.
- Ensuring staff and students are aware of the policies.
- Identify any blind spots within the school
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who are sneaking off in areas out of view.
- Take steps to prevent isolation.
- Separate children if needed.
- Increase supervision during key times.
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person.

Where risk is identified having a student risk assessment in place

#### **Appendix I: Sexually Harmful Behaviour Sexualised Behaviour**

Green Behaviours	Amber Behaviours	Red Behaviours
are part of safe and healthy sexual development which are: <ul style="list-style-type: none"> <li>• displayed between children or young people of similar age or developmental ability</li> <li>• reflect curiosity, experimentation, consensual activities and positive choices</li> </ul>	are potentially outside safe and healthy development due to: <ul style="list-style-type: none"> <li>• age or developmental differences</li> <li>• activity type, frequency, duration or context</li> </ul>	are clearly outside safe and healthy development and: <ul style="list-style-type: none"> <li>• involve much more coerciveness, secrecy, compulsiveness &amp; threats</li> <li>• require action from school &amp; other agencies</li> </ul>

<ul style="list-style-type: none"> <li>• 'normal' but inappropriate within the school/classroom setting</li> </ul>		
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For further information of sexualised behaviour thresholds visit [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](https://www.nspcc.org.uk/what-we-do/our-work/harmful-sexual-behaviour-framework/)

## Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so 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 (schools and colleges should be considering 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
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

- sharing of unwanted explicit content
- upskirting (is a criminal offence)
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

**Upskirting** - 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence so staff should report concerns immediately to the Designated Safeguarding Lead.

**Further information:**

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

**Sexting**

Sexting can be defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

If staff become concerned about a 'sexting' issue they should not look at, share or print any indecent image and should:

Step 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off/

Step 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.

Concerning factors that DSLs should look out for:

- ✓ Is there a significant age difference between the sender/receiver?
- ✓ Is there any external coercion involved or encouragement beyond the sender/receiver?
- ✓ Do you recognise the child as more vulnerable than usual i.e. at risk? Is the image of a severe or extreme nature?
- ✓ Is the situation isolated or has the image been more widely distributed?
- ✓ Have these children been involved in a sexting incident before?
- ✓ Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

**Further information:** [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

**Appendix J: Trafficking & Modern Slavery**

**Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

**Human Trafficking**

Human trafficking is 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'.

**Child trafficking**

“Child” shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as ‘organ donation or ‘harvesting’, all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty
- Lack of education
- Discrimination
- Cultural attitudes
- Grooming
- Dysfunctional families
- Political conflict and economic transition and
- Inadequate local laws and regulations

#### **Potential indicators that a child may have been trafficked**

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Has gone missing from Local Authority care
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Performs excessive housework chores and rarely leaves the residence
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Has not been enrolled in school
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person
- Is excessively afraid of being deported

#### **Further information:**

[www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

#### **Appendix K: Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. (KCSIE DfE2022)

The cross-government definition of domestic 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
- Emotional

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

Young people can also experience domestic abuse within their own intimate relationships. This form of Child on Child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

### **Signs, indicators and effects:**

It is often difficult to tell if domestic abuse is happening because it takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may show signs of:

- Aggression and bullying
- Anti-social behaviour
- Depression, anxiety or have suicidal thoughts
- Attention seeking
- Bed wetting, nightmares or insomnia
- Drug and alcohol misuse
- Constant or regular sickness, such as colds and headaches
- Eating disorders
- Not doing as well in school – due to difficulties at home or disruption of moving to, as well as from, refuges
- Withdrawal

### **Other signs and symptoms may include:**

- Sudden change of behaviour
- Clingy
- Soiling clothes
- Risk taking behaviours
- Missing school
- Changes in eating habits
- Obsessive behaviour
- Self-harm

Source: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Some children may not display any symptoms / behaviours that may be a cause for concern. 'What is life like at home?' – is a good question to use regularly with all children.

### **We are an 'Operation Encompass' school**

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

## **Appendix K2: Homelessness**

### **Types of homelessness and bad housing**

- living in temporary or emergency accommodation (such as B & Bs and hostels)

- hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions)
- Couch / Sofa surfing, moving from one place to another
- Being at risk of abuse or violence leading to homelessness or overcrowding

#### **Impact of homelessness**

- Practical issues include loss of possessions required for school e.g. books, uniform etc.
- Maybe unkempt due to lack of laundry services
- Physically exhausted due to sleeping arrangements
- Emotionally exhausted due to increased stress
- Signs of severe emotional trauma leading to emotional stress, anxiety
- Changes in behaviour or/and problematic behaviour
- Student may become withdrawn or aggressive
- If placed out of area they may arrive late or miss school due to transport / financial difficulties
- The student's ability to maintain relationships may be affected
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness
- Impact on attainment levels and ability to learn

(Source: Shelter 2017)

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised 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 social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. (KCSIE DfE2022)

## Appendix L – Key Safeguarding Contacts

Newcastle upon Tyne	
<b>Children's Social Care and Early Help</b>  Office hours 0191 277 2500 Out of hours 0191 2787878  Online referral form: <a href="https://newcastle.gov.uk/services/care-and-support/children/keeping-children-safe/report-concern-about-child-or-young-person">https://newcastle.gov.uk/services/care-and-support/children/keeping-children-safe/report-concern-about-child-or-young-person</a>	<b>LADO</b>  Melanie Scott  <a href="mailto:Melanie.scott@newcastle.gov.uk">Melanie.scott@newcastle.gov.uk</a>  0191 277 4636
North Tyneside	
<b>Children's Services</b>  Office hours 0345 2000 109 Out of hours 0330 333 7475  Online referral form: <a href="https://my.northtyneside.gov.uk/category/488/are-you-worried-about-child">https://my.northtyneside.gov.uk/category/488/are-you-worried-about-child</a>	<b>LADO</b>  Joanne Dean and Carrie Barron  0345 2000 109  Online referral form: <a href="https://my.northtyneside.gov.uk/category/884/local-authority-designated-officer">https://my.northtyneside.gov.uk/category/884/local-authority-designated-officer</a>
Northumberland	
<b>Children's Social Care</b> <b>01670 536400.</b>  Online referral form: <a href="https://www.northumberland.gov.uk/Children/Safeguarding/What-can-I-do-if-I-suspect-a-child-or-young-person.aspx#worriedaboutachild-reportyourconcerns">https://www.northumberland.gov.uk/Children/Safeguarding/What-can-I-do-if-I-suspect-a-child-or-young-person.aspx#worriedaboutachild-reportyourconcerns</a>	<b>LADO</b>  Carol Glasper  <a href="mailto:LADO@northumberland.gov.uk">LADO@northumberland.gov.uk</a>  01670 623 979
Gateshead	
<b>Children's Social Care</b>  Office hours 0191 4332653 Out of hours 0191 4770844  Online referral form: <a href="https://www.gateshead.gov.uk/article/3948/Worried-about-a-child-in-Gateshead">https://www.gateshead.gov.uk/article/3948/Worried-about-a-child-in-Gateshead</a>	<b>LADO</b>  Nicholas Leon  <a href="mailto:Lado@gateshead.gov.uk">Lado@gateshead.gov.uk</a>  0191 4333554  07714 957868

South Tyneside	
<b>Children and Adult Social Care</b>  Office hours 0191 424 5010 Out of hours 0191 456 2093  <a href="https://www.southtyneside.gov.uk/article/58531/Report-a-concern">https://www.southtyneside.gov.uk/article/58531/Report-a-concern</a>	<b>LADO</b>  Janet Newton  <a href="mailto:Janet.Newton2@southtyneside.gov.uk">Janet.Newton2@southtyneside.gov.uk</a>  0191 4246302

Sunderland	
<b>Children and Adult Social Care</b>  Office hours 0191 424 5010 Out of hours 0191 456 2093  <a href="https://www.southtyneside.gov.uk/article/58531/Report-a-concern">https://www.southtyneside.gov.uk/article/58531/Report-a-concern</a>	<b>LADO</b>  Danielle Rose  <a href="mailto:lado@togetherforchildren.org.uk">lado@togetherforchildren.org.uk</a>  0191 561 7198  0191 561 3901

Police / Law & Order	
Child Abuse Investigation Units  <a href="https://beta.northumbria.police.uk/advice-and-info/parents-and-kids/child-abuse-advice-for-parents/">https://beta.northumbria.police.uk/advice-and-info/parents-and-kids/child-abuse-advice-for-parents/</a> 101 (non-emergency) 999 (emergency)	Child Exploitation and Online Protection (CEOP)  <a href="https://www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP-YP/">https://www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP-YP/</a>
Confidential Anti-Terrorist Hotline  0800 789 321	Prevent Team Office hours 0191 437 4526 / 0191 437 4525 Out of hours 101 <a href="mailto:specialbranch@northumbria.pnn.police.uk">specialbranch@northumbria.pnn.police.uk</a>

Education
Newcastle upon Tyne City Council Access and Inclusion Service  0191 277 4500 <a href="mailto:accessandinclusion@newcastle.gov.uk">accessandinclusion@newcastle.gov.uk</a>

NSPCC	
Support Helpline 0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	Whistleblowing Helpline 0808 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
NSPCC FGM Helpline 0800 028 3550 <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>	

**Appendix M**  
**Cause for Concern Sheet**

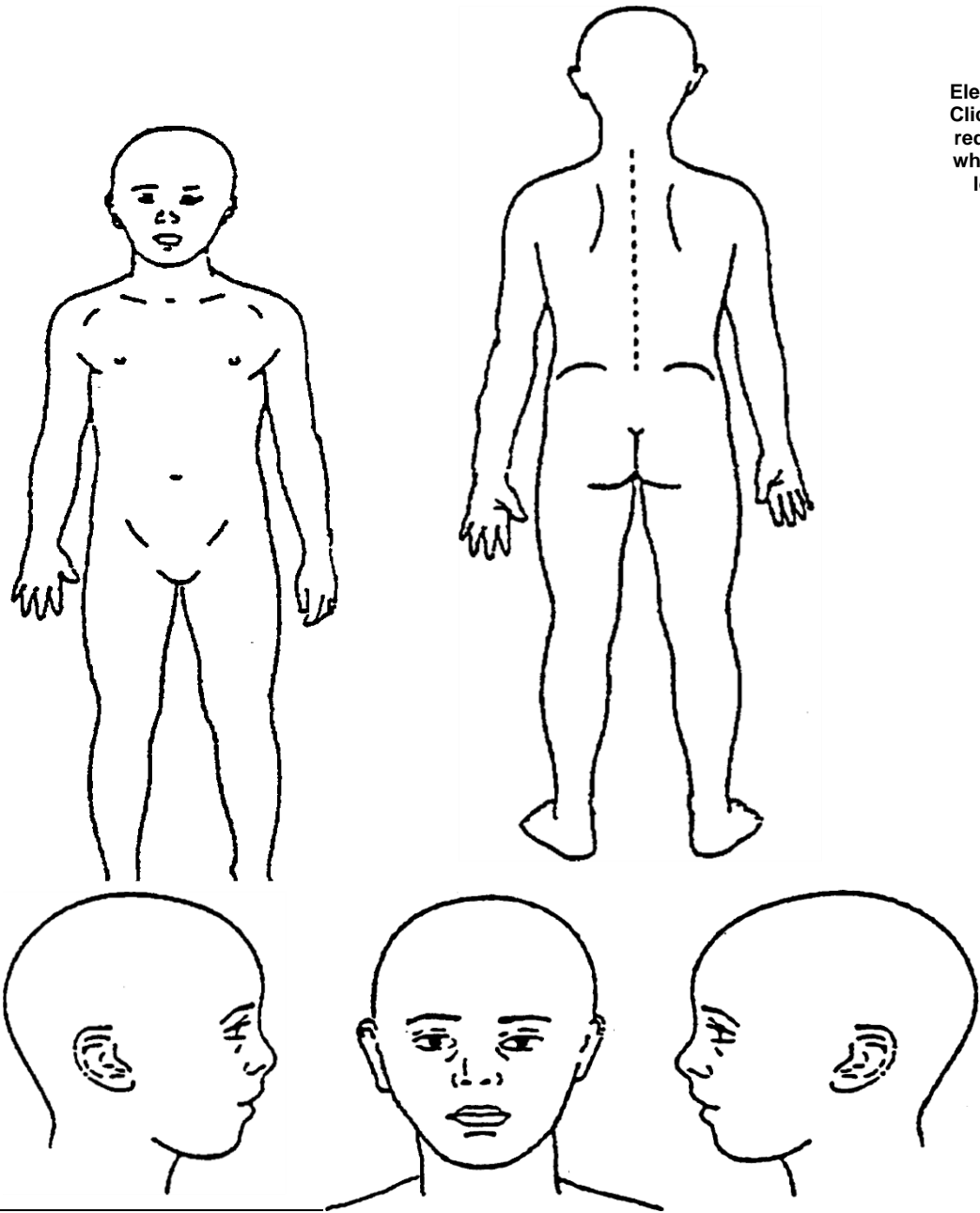
If you are concerned about a pupil in school, please inform the Designated Safeguarding Person (Kate Quinn, Karen Meeson, Emma Thompson or Norma Alexanders) preferably via CPOMS. However, if necessary, please complete this form, which will be used to record the concern and any action taken.

You may have concerns following a disclosure of information from the child or from a third party. Please advise on CPOMS or complete this form as soon as possible after the disclosure and hand to the DSP in person. If physical injury might be involved please also complete the body map on CPOMS or below. Make a note of the date when this information was passed on and to whom.

<b>Full Name of Child and form</b>		<b>DOB:</b>
<b>Time of concern:</b>	<b>Date of concern:</b>	<b>Place of concern:</b>
<b>Concern:</b>		
<b>Detailed Account: (if necessary complete additional sheets)</b>  (Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Person.		
<b>Member of Staff completing form</b>	<b>Role / Title</b>	

Body Map

Child's Full Name	DOB	Date



Electronic Version:  
Click and move the  
red dot to indicate  
where the injury is  
located on the  
body/face.



Description of injury / additional notes:		
Professionals Name	Professionals Designation	Contact Number

## Designated Person Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider a CAF		
Consult with Social Care		
Contact Police  101: Non emergency  999: Immediate Danger		
Other (please specify)		
<b>Assessment of Risk</b>		
Safeguarding	Risk of Harm	Immediate Danger

## Appendix N – Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. We will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
  - **Content:** being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  - **Contact:** being subjected to harmful online interaction with other users. For example, Child on Child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
  - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety.
- The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing board.

## Policies and Procedures

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.
  - Internal sanctions and/or support will be implemented as appropriate.
  - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- We use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, Teams and email systems.
- All school owned devices and systems, as well as pupil devices brought into school, will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place. We recognise the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2022 the school has appropriate mobile and smart technology, image use, online and acceptable use policies in place, which are shared and understood by all members of the community. Appropriate parental communication regarding online safety is shared with all parents.

## Appropriate Filtering and Monitoring

- We will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.



- Safeguarding in Education (Iguaware) filtering and monitoring is used. Emails are sent to the DSL and Headmaster when the school firewall is alerted to an inappropriate site. Emails are monitored for concerns daily.
  - If children or staff discover unsuitable sites or material, they are required to turn off monitor/screen and report the concern immediately to a member of staff
  - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
  - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
  - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
  - When implementing appropriate filtering and monitoring, we will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- We acknowledge that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
    - Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
    - Children’s internet use will be supervised by staff according to their age and ability.
    - Children will be directed to use age appropriate online resources and tools by staff.

#### **Information Security and Access Management**

- School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in:
  - IT Policy
  - Data Protection Policy
  - Use of Electronic Devices Policy
- We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

#### **Staff Training**

- We will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

#### **Educating Children**

- We will ensure a comprehensive whole school curriculum response is in place to enable all children to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

#### **Working with Parents/Carers**

- We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by:
  - Information available on the school website
  - Events for parents / carers including webinars

#### **Appendix P: Remote Learning – See Home Learning Policies for Junior and Senior Houses**

- We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with children and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems, Teams.
  - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and children will engage with remote teaching and learning in line with existing behaviour principles as set out in our Home learning and Acceptable use policies.

- Staff and children will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our remote learning policy.
- Parents/carers will be made aware of what their children are being asked to do online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

<https://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety>

## **Appendix Q - Mental Health**

We are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and we ensure a safe and supportive environment for all affected by mental ill health.

All staff should take responsibility to promote the mental health of pupils, however: the safeguarding team, SENDCo, PSHEe coordinator and school counsellor have specific roles.

If a member of staff is concerned about the mental health of a pupil, in the first instance they should speak to the form teacher. If there is a concern that the pupil is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Early warning signs which indicate a pupil is experiencing mental ill health should be taken seriously and concerns followed up. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS and those living with parents/carers with a mental illness.

When a pupil has been identified as having a specific cause for concern care plans will be drawn up where appropriate.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of mental ill health.
- Working closely with Children's Services, CAMHS/CYPS and other agencies services to follow various protocols including assessment and referral.
- Discussing options for tackling issues with the child and their parents/carers.
- Providing a range of interventions according to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, so that mental health difficulties can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

The skills, knowledge and understanding our pupils need to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. We should be prepared for and allow time for the parent to reflect and come to terms with the situation. Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open. A record of the meeting and points discussed/agree are kept on file.

When a pupil is suffering from mental ill health, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe. At least 1 member of staff will hold a Mental Health First Aid certificate. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.