

QED Academy Trust

Child Protection and Safeguarding Policy 2022-23

Policy reviewed and ratified by QED Academy Trust Board	1 st August 2022
Date of next review:	August 2023
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.	

Child Protection and Safeguarding Policy

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1. Policy statement and principles

QED Policy statement

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". All staff are aware that children may not feel ready or know how to tell someone that they are being abused.

The fundamental aim of this policy is to promote a safer environment where children will be believed, supported and protected, when they report abuse, maltreatment, violence and harassment.

Our policy ensures that child safeguarding concerns are managed in a timely, appropriate relevant way.

QED Academy Trust acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards and Ofsted requirements.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe child centred environment. That they are protected from abuse whilst participating in education wherever such learning/activity takes place.

- This policy is available on the school website and is shared with staff
- This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review
- This policy is one of a series in the school's integrated safeguarding policies

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

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with the Hillingdon LSCB's Safer Partner Arrangements, local policies and procedures.

Hillingdon Safeguarding Partner Arrangements is referred to as the LSCB locally and as such will be in this policy.

Policy principles

- The welfare of the child is paramount

- Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection (under Equality Act 2010)
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners

Evaluating effectiveness of the policy

The Trust has overall responsibility for evaluating the effectiveness of the policy. It is the responsibility of the Nominated Safeguarding Governor in each school to monitor the effectiveness of the policy in consultation with the DSL & Safeguarding Working Group.

2. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Keeping Children Safe in Education \(2022\)](#)
- Sexual Violence & Sexual Harassment between children in schools and colleges (DfE December 2017 / updated July 2021)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Sharing nudes and semi nudes: advice for education settings working with children and young people (DfE December 2020)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Working Together to Safeguard Children (Working Together to Safeguard Children- July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- The Teacher Standards (July 2011, introduction updated June 2013)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf
- Section 175 of the Education Act 2002 (Section 175 of the Education Act 2002 came into effect on the 1st June 2004)
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- The Safeguarding Vulnerable Groups Act (2006)
<http://www.legislation.gov.uk/ukpga/2006/47/contents>
- Criminal Exploitation of Children and Vulnerable adults (County Lines):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Terminology

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

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

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

DSL refers to the Designated Safeguarding Lead at the school.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example, step-parents, special guardians, foster carers and adoptive parents.

3. Roles and Responsibilities

Key personnel in the Trust

The CEO for the Trust is Mr N McLaughlin
The Safeguarding lead-trustee for the Trust is Mrs Joan Greening

Key personnel at Northwood School

All school base staff can be contacted during the school hours (8.00am-4.00pm) on the school number: 01923 836363

The designated safeguarding lead (DSL) for child protection is:

Name Mrs A Kahn email: akahn@nwschool.org.uk

The deputy designated lead (DDSL) is:

Name Ms C Foskett email: cfoskett@nwschool.org.uk

The deputy designated lead (DDSL) is:

Name Mrs A White email: awhite@nwschool.org.uk
(Monday, Tuesday, Wednesday)

The nominated safeguarding governor is:

Name Mr A Lawrence email: alawrence@nwschool.org.uk

The chair of governors is:

Name Mrs M Barlow(for whistleblowing) email: mbarlow@nwschool.org.uk

Key personnel at the Local Authority:

LADO

Hillingdon

LADO - Ms Hannah Ives

email: hives@hillingdon.gov.uk

Phone: 01895 250975/07753 431285

Hillingdon LSCB

Website: <http://hillingdonlscb.org.uk>
Phone: 01895 556633

Harrow

LADO – Rosalind South

Email: Rosalind.South@harrow.gov.uk
Phone: 07871 987254
Out of hours Phone: 020 8424 0999

Harrow LSCB

Website: <http://www.harrowlscb.co.uk/>
Phone: 020 8901 2690

Out of Hours

Phone: 020 8424 0999

Hertfordshire

LADO Team

Email: admin.hscb@hertfordshire.gov.uk
Phone: 01992 588757

Hertfordshire LSCB

Website:
<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/about-us/about-us.aspx#>
Phone: 0300 123 4043

Hounslow LSCB

Email: lscb@hounslow.gov.uk
Phone: Mon-Fri (9am-5pm)
Early Help Hounslow: 020 8583 6600
Out of hours and weekends
Emergency Duty Team: 020 8583 2222
Website: <http://www.hscb.org.uk/>

Outside agencies

NCPCC

Website: <https://www.nspcc.org.uk/>
Email: help@nspcc.org.uk
Phone: 0808 800 5000

Kooth

Provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.
Website: <https://www.kooth.com/>

Childline

Website: <https://www.childline.org.uk/>
Phone: 0800 1111

The Headteacher

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.

The Designated Safeguarding Lead (DSL):

- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- Is appropriately trained, with regular updates
- Acts as a source of support and expertise to the school community
- Has a working knowledge of Hillingdon LSCB procedures
- Makes staff aware of Hillingdon LSCB training courses and the latest policies on safeguarding
- Keeps detailed written records of all concerns, ensuring that such records are stored securely but kept separate from, the student's general file
- Refers cases of suspected abuse to children's social care or police as appropriate
- Ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained
- Attends and/or contributes to child protection conferences
- Coordinates the school's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies including Hillingdon LSCB
- Ensures that the child protection/safeguarding policy and procedures are reviewed and updated annually
- Liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- Makes the child protection/safeguarding policy available publicly, on the school's website or by other means

The Deputy Designated Safeguarding Leads:

Are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Local Governing Body:

Local Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school is effective and complies with the law at all times.

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy or code of conduct
- Ensuring staff are provided with, and have understood, [Part 1 and Part 5 of Keeping Children Safe in Education 2022](#) (DfE September 2022) – *Appendix A* and are aware of specific safeguarding issues *Appendix B*
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead
- Ensuring that all of the Designated Persons undergo formal child protection training every two years (in line with LSCB guidance) and receive (annual) safeguarding refreshers (for example via e-bulletins, meeting with other DSLs, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children by creating a culture where staff are confident to challenge senior leads over any safeguarding concerns
- Ensuring that children are taught about safeguarding in an age appropriate way

- Ensuring that appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in paragraphs 140 & 141 Of [Keeping Children Safe in Education \(2022\)](#)
- Having a named governor to take leadership responsibility for the organisations safeguarding arrangements
- Governing bodies should ensure that **all** governors receive appropriate safeguarding and child protection (including online) training at induction. Their training should be regularly updated.

4. Children who may require early help

Hillingdon operates a system of early intervention measures to support families at the earliest stages. Early Help Assessment documents and guidance can be found at www.hillingdon.gov.uk/eha

All staff are trained and aware of the early help process; they understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL/DDSL any ongoing/escalating concerns so that consideration can be given to a referral to MASH if the child's situation doesn't appear to be improving.

5. Children who may be particularly vulnerable and/or at risk

Many factors can contribute to an increase in risk. These can include prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

The factors identified in this policy are not an exclusive or exhaustive list but do highlight some additional risk factors.

We recognise that abuse can happen anytime, to anyone and staff will be vigilant to abuse and maltreatment even when risk factors are hidden.

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

- Disabled or have special educational needs (SEND)
- Young carers
- Showing signs of engaging in antisocial or criminal behaviour
- Showing early signs of abuse and/or neglect
- Affected by parental substance use, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaged in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Live in an environment of domestic violence

- At risk to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of radicalisation
- At risk of exposure to extremism
- Have family members in prison
- Have issues with gender identity or are transitioning

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and communication needs.

Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communications barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

If a staff member suspects abuse/neglect, then they must follow our usual reporting procedures (as outlined below).

6. Children with Mental Health Concerns

- Includes Children who are affected by parental Mental Health Concerns

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

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's essential that staff are aware of how these experiences can affect children's mental health, behaviour and education. Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's safeguarding procedures and speaking to the DSL or deputy.

7. Children missing from education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Authorised absence is also monitored for patterns, frequency, duration, episodes etc. This might indicate a caring responsibility within the family home which may require additional support for young person (e.g. Young Carers Associations)

8. Children involved in County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

- Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Annex B [Keeping Children Safe in Education \(2022\)](#) provides further information with regards to this and a [County Lines Toolkit for Professionals](#).

9. Children affected by Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

We recognise that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse

and may see, hear, or experience the effects of abuse. All of the factors of domestic abuse can also be present within pre-16 aged relationships. If such a relationship / issue comes to the attention of school staff, then appropriate action is taken which involves parents, possible referral etc.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available from [NSPCC](#)

10. Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

11. Child on child Abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. All staff are aware that children can abuse other children and it can happen both inside and outside of school. Staff are aware of the importance of challenging inappropriate behaviours between children. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability development) between the young people concerned; or
- Whether the perpetrator has tried to (or repeatedly tried to) harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator. This does not mean that the impact on the victim is any less

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, child-on-child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

In order to minimise the risk of child abuse, we:

- Provide a developmentally appropriate PSCE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe
- Provide an appropriate Relationships Education, Relationships & Sex Education (RSE) and Health Education (in line with [DfE Statutory Guidance](#))
- Have systems in place for any students to raise concerns with staff, knowing that they will be listened to, believed and valued

- Have relevant policies in place (e.g. behaviour policies, bullying policy, e-safety policy)

12. Child on Child Sexual Violence and Sexual Harassment

Our initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/14 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: he/she 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: he/she 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: he/she 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

Examples of scenarios that may arise:

1. Staff may witness sexual violence or sexual harassment happening in our school community
2. Staff may receive a third party report
3. Staff may have to deal with a direct disclosure

Action:

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Preplanning, effective training and effective policies provide us with the foundation for a calm, considered and appropriate response to any reports.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment.

Each case should be considered on a case-by-case basis. The risk and needs assessment should consider:

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

Additional considerations and further guidance on sexual violence and sexual harassment between children in schools and colleges is available [here](#)

13. Upskirting

Definition: Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm and is a criminal offence. Further advice for education settings on reporting nude / semi-nude images can be found [here](#) . There is zero tolerance to this behaviour and all reported cases will be investigated fully and actioned in accordance with KCSIE 2022.

14. Sexting

Sexting or sending nudes is when someone shares a sexual message, naked or semi-naked image, video or text message with another person. It doesn't have to be a nude image of them and could be an image of someone else.

Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a [livestream](#). Many young people also share them on social media channels.

Guidance on responding to and managing sexting incidents can be found at NSPPC website [here](#).

Further advice for education settings on reporting nude / semi-nude images can be found [here](#)

15. Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

Each school will have a clear policy on the use of mobile and smart technology. Amongst

other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).

This access means some children, whilst at school, can potentially sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Each school should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Remote Learning

Where children are being asked to learn online at home the DfE has provided advice to support schools do so safely: [safeguarding in schools colleges and other providers and safeguarding and remote education](#)

Where children are having remote learning school staff should be in regular contact with parents and carers. These communications should reinforce the importance of children being safe online.

We recognise the challenges of children reporting concerns about a staff member in a remote context due to challenges with accessibility.

Children can report any concerns to a member of staff via email (if student is at home).

Children can also report concerns verbally to any member of staff (e.g. Form Tutor, Head of Year, Pastoral staff, Learning Support Assistant etc.

Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should ensure their schools have appropriate filters and monitoring systems in place. Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. The filtering and monitoring systems must be regularly audited to ensure effectiveness as outlined in Keeping Children Safe in Education 2022.

Information security and access management

Schools are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Reviewing online safety

Technology, and the risks and harms related to it evolve and change rapidly. Schools within the Trust will carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

Each school has an e-safety policy which provides further advice on how to stay safer.

16. Sexual exploitation of children

Child Sexual Exploitation (CSE)

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, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

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.

Further information about CSE including definitions and indicators can be found [here](#) (Annex B)

The school must include the risks of sexual exploitation in the PSHCE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

17. Child Criminal Exploitation (CCE)

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. 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.

Further information about CCE including definitions and indicators found [here](#)(Annex B)

18. So-called 'honour-based' 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 (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, the Designated Safeguarding Lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency 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 that requires a different approach (see following section).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for 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, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or

concerns raised by a student about being taken abroad and not be allowed to return to England.

19. Serious Violent Crime

Listed below are the main indicators that may signal that children are at risk from, or are involved with, serious violent crime. They include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

20. Radicalisation, Extremism & Terrorism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training (face to face or online) to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British values as the SMSC (spiritual, moral, social and cultural education) in Schools.

21. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

22. Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. Each school in the Trust will appoint a named Designated Teacher for Looked after Children, the teachers name will be published in their policy. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children staying with host families

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during school term and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in [Annex D of Keeping Children Safe in Education \(DfE September 2022\)](#) to ensure that hosting arrangements are as safe as possible.

23. The use of 'reasonable force'

There are times when reasonable force is appropriate in schools to safeguard children. 'Reasonable' means 'using no more force than is needed'. It can involve either passive or physical contact such as standing in between pupils or blocking their path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision to use this method is down to professional judgement of the staff involved within the context of the law and should depend on the individual circumstance. The Trust acknowledges that the use of 'reasonable force' is an exception and that the adoption of a 'no contact' policy would leave staff unable to protect pupils and other staff.

24. Children who are lesbian, gay, bi, or trans (LGBT)

Children who are LGBT can be targeted by other children. In some cases some pupils who are perceived as LGBT can be just as vulnerable as those who are LGBT. All schools in the Trust are inclusive and recognise that for some pupils there are additional barriers to be faced as a result they provide a safe space for them to speak out or share their concerns with members of staff.

25. Good Practice guidelines and staff code of conduct

Good practice includes:

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection and safeguarding policy, the code of conduct and guidance documents on wider safeguarding issues
- Being aware that personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- Referring to all concerned about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Abuse of position of trust

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

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

Staff/student online relationships

The school provides advice to staff regarding their personal online activity and regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation/criminal investigation.

26. Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. If a member of staff has been dismissed or removed due to a safeguarding concern, then the school will inform the Disclosure and Barring Service.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

27. Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in [*Keeping Children Safe in Education \(DfE September 2022\)*](#) and in the school's '[*Dealing with Allegations of Abuse against Teachers and other Staff*](#)' policy for schools.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police and reported to the Disclosure and Barring Service.

28. Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with '[*Working Together to Safeguard Children \(July 2018\)*](#)'. The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, safe, unprofessional and unwise behaviour.

29. Staff training

All staff in the Trust must undergo safeguarding and child protection training at induction. This training should be regularly updated. Copies of policies and a copy of KCSIE 2022 Part one and Part five (or Annex A, if appropriate) will be provided to all staff at induction.

In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Local Governing bodies should ensure that staff undergo regular updated safeguarding training, including online safety and that children are taught about safeguarding, including online safety.

Safeguarding training for staff, including online safety training, should be integrated, aligned and considered as part of the whole school safeguarding approach, wider staff training and curriculum planning.

Whilst considering these training requirements, governing bodies should have regard to the 'Teachers' Standards' (click [here](#)) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

30. Safer recruitment

Our school complies with the requirements of [Keeping Children Safe in Education \(DfE, September 2022\)](#) and the Hillingdon LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The 'School's Safer Recruitment and Selection Policy & Procedure' sets out the process in full.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

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

Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contract with students and the supervision provided to them. Volunteers and Governors will be kept up to date by the DSL and will be invited to attend staff meetings in relation to safeguarding updates. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

31. The Single Central Record

All schools in the Trust must maintain their own single central record detailing checks carried out in each school. Whilst there is no requirement for the Trust to maintain an individual record for each school, the information should be recorded in such a way that allows for details for each individual school to be provided separately, and without delay, to those entitled to inspect that information. The single central record must cover the following people:

- All staff, including teacher trainees on salaried routes
- Agency and third party supply staff who work at the school

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Further checks on people who have lived or worked outside the UK
- A check of professional qualifications, where required
- A check to establish the person's right to work in the United Kingdom

In addition:

- Schools must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18
- A section 128 check (for management positions for independent schools including academies and free schools);

For agency and third party supply staff, schools must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the Trust, the individual school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools in the Trust should obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

If a school in the Trust has concerns about an existing staff member's suitability to work with children, the individual school should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the Trust moves from a post that was not regulated activity into work which is considered to be regulated activity, the relevant checks for that regulated activity must be carried out.

32. Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who simply dropping off or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

33. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection/safeguarding policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits, we will check that effective child protection arrangements are in place.

34. Child Protection Procedures

Recognising abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent them harm, for example by leaving a small child home alone.

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

[Keeping Children Safe in Education \(DfE September 2022\)](#) refers to four categories of abuse. These are set out in Part 1 (Indicators of abuse).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be assessed in the anti-bullying policy. All schools in the Trust have zero tolerance to any form of bullying.

Taking action:

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999
 - When to call the police guidance [here](#)
- Report your concern **immediately** to the DSL (in accordance with section 52 Keeping Children Safe in Education 2022). See flowchart A
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk. The student's behaviour may have changed; their artwork could be bizarre; they may write stories or poetry that reveal confusion or distress; or physical signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **Confidential Disclosure / Child Protection Concern form (Appendix 3 and 4)** or the **Safeguarding tab on the school's specific software** to record these early concerns. If the student does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL.** The point at which they tell the student this is a matter for professional judgement. During their conversations with the student staff will:

- Allow them to speak freely
- Remain calm and not overreact
- Give reassuring nods or words of comfort – 'I'm so sorry this happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not being afraid of silences
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student's mother think about it
- Staff should only ask open ended questions that enable child to share their story
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- Not automatically offer any physical touch as comfort

- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- Tell the student what will happen next
- Report verbally to the DSL even if the child has promised to do it by themselves
- Record issue / disclosure on appropriate software tool [CPOMS/BehaviourWatch] or if technology not available complete Confidential Disclosure /Child Protection Concern form, (Appendix 3 and 4) and hand it to the DSL as soon as possible
- Seek support if they feel distressed

Notifying parents

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

Our focus is the safety and wellbeing of the student. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

35. Confidentiality and sharing information

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

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of the concern). The person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, [Keeping Children Safe in Education \(DfE September 2022\)](#) emphasises that **any** member of staff can contact children's social care if they are concerned about a child. If a report is made directly to social care, then the DSL should also be informed at the earliest convenience.

Child protection information will be stored and handled in line with the Data Protection Act 2018. Information sharing is guided by the following principles. The information is:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Confidential Disclosure/incident/Child Protection Concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the student's school file and the school file will be 'flagged' to indicate that separate information is held.

If a child leaves the school, then files will be passed on to the new school. Any files should be sent under separate cover marked 'Confidential' and by recorded delivery.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the school or with any outside agencies. Where there is good reason to do so, the DSL may share information *without* consent and will record the reason for not obtaining consent.

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

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

The school's confidentiality and information-sharing information is available to parents and students on request. This can be requested from the main school office.

36. Referral to Children's social care

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk of the child.

37. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead, their deputies, the Headteacher and the Chair of Governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child

38. Related safeguarding policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix 2.

Appendix 1

Four main categories of abuse

Physical abuse

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

Emotional abuse

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

Sexual abuse

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 appropriate 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.

Neglect

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

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

Indicators of abuse

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

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

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms or legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'

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

Appendix 2

Relating Safeguarding Policies

- Behaviour for Learning
- Anti-bullying
- SEND
- Relationships & Sex Education
- Online Safety Policy
- Attendance Policy
- Code of Conduct
- Whistleblowing
- Dealing with Allegations of Abuse against Teachers and other Staff
- Safer Recruitment & Selection Policy
- Grievance Procedure
- Disciplinary Policy and Procedure
- GDPR (Data Protection) Policy
- Complaints Policy

APPENDIX 3

Confidential Disclosure Child Protection Concern Form

Please complete this form or submit your concern direct to the DSL/Deputy DSL via ADD SCHOOL SPECIFIC SOFTWARE DETAILS

a) *Responding to Disclosure of Suspected Abuse or Self-harm*

Record of Discussion with student – please complete the form and pass it to the DSL

Date meeting took place:

Time:

Place:

Present:

Why are you concerned about this student?

Circumstances leading up to the disclosure (what have you observed and when):

**What have you been told and when, include questions asked of the young person?
(as far as possible, use the student's own words)**

Signed _____

Date _____

APPENDIX 4

Confidential Disclosure Child Protection Concern Form

Please complete this form or submit your concern direct to the DSL/Deputy DSL via ADD SCHOOL SPECIFIC SOFTWARE DETAILS

b) Concern for a Student: Suspected Abuse, Harm or Neglect

Please record as much detail as possible and pass the completed form to DSL

Why are you concerned about this student?

What have you observed and when?

Signed _____

Date _____

Appendix 5 Process Flowchart following concerns raised regarding a child



