



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

SAFEGUARDING POLICY AND PROCEDURES

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

Written: January 2014

Updated: September 2021

Adopted: September 2021

Persons Responsible: SLT and Headteacher

Committee: Full Governing Body

Review Due: September 2022

Blessed Hugh Faringdon Catholic School is 'Committed to Gospel Values'. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is a life-long journey of faith coming to complete fulfilment only in the presence of God in heaven. The entire life of a disciple is marked by learning and growth. We believe that Jesus is present in the day-to-day life of our school, that each member of our community has a divine origin and an eternal destiny. We believe that through his Incarnation, Jesus affirmed us as whole people and redeemed us through his resurrection. We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law. These beliefs underpin our approach and thereby commit us to encouraging all members of our community, staff and students alike, to grow towards human wholeness.

Named personnel with designated responsibility for Child Protection

Designated Safeguarding Lead (DSL): Mrs Sue Matthews (Assistant Headteacher)

Deputy Designated Safeguarding Leads (DDSLs): Miss K Harris (KS3) and Ms E Smith (KS4/5)

Nominated Governor: Dr Andrea Johnson-Mitchell

INTRODUCTION

Safeguarding is the responsibility of everyone

Governors have strategic responsibility for the school's safeguarding procedures and safeguarding is the responsibility of each and every member of staff. This policy is in line with all current legislation and the up-dated Keeping Children Safe In Education Document (September 2021). It applies to all adults, including volunteers, working in or on behalf of the school.

"Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting” (*Safeguarding Children and Safer Recruitment in Education DfES 2007*) “
- Embracing the need to consider the mental health and well-being of our students as per the September 2020 up-dated Keeping Children Safe in Education Document. Mental health needs can be an indicator that a child has suffered abuse and can put them at risk of abuse. Traumatic events can also have a lasting impact on a child’s mental health, behaviour and education. Only trained professionals can diagnose mental health problems but, as school staff, we are well-placed to spot signs that a child may be experiencing a mental health problem or may be at risk of developing one. Mental health concerns about a child that also raise a safeguarding concern follow school procedures for reporting safeguarding concerns.
- Recognising that sexual, abuse, violence and harassment are happening in our school and having robust systems in place to enable students to confidently report such issues and for the school to take swift, appropriate action. (KCSIE September 2021)

SCHOOL COMMITMENT

Blessed Hugh Faringdon Catholic School is committed to Safeguarding and Promoting the Welfare of all its students. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, in some cases, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We take a considered and sensitive approach in order that we can support all in our community.

Training will be adapted to individual needs where required. All staff are required to hold a current Introduction to Safeguarding Certificate (previously Level 1) and, as new documents are published and existing ones updated, read these and digitally sign to confirm they have done so. Usually, this is on an annual basis, but should up-dates occur during the academic year action will be taken to ensure staff read them and sign. A Central Record, of training completed, is kept by the HR Officer and, as part of this process, staff are invited to identify any areas they are unclear about such that support, and training are provided. Where new information comes to light this is conveyed to staff, by the DSL, either face-to-face or the News Post option on the Safeguarding Intranet as appropriate. All staff receive a training update as part of the September INSET Programme with regular updates scheduled throughout the year. (as per the INSET Programme). Safeguarding training is part of our new staff induction programme including for staff joining during the school year.

The Prevent Strategy

Blessed Hugh Faringdon Catholic School supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. The 4P's are: Protect, Prepare, Pursue, Prevent.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation, by creating a climate of mutual trust in which young people grow and develop. This helps minimise circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all is fundamental to the ethos of Blessed Hugh Faringdon Catholic School.

Extremism in all its forms has no place at Blessed Hugh Faringdon Catholic School, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

All staff are required to complete the Prevent L2 course, maintain it up-to-date and submit their certificate to the HR Officer.

Tackling extremism at Blessed Hugh Faringdon Catholic School

At Blessed Hugh Faringdon Catholic School, we are aware that people can be exposed to extremist influences or prejudiced views, from an early age, emanating from their background, and a variety of sources and media, including the Internet. At times learners may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any such behaviour, displayed by learners or staff, will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct. We subscribe to Securus (an organisation specialising in on-line safety and security) and receive daily reports of inappropriate Internet use which is investigated by the DDSLs and appropriate action taken.

As part of wider safeguarding responsibilities staff are required to be alert to and report, to the safeguarding team, concerns regarding:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups;
- Graffiti symbols, writing or artwork promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;

- Other local schools, local authority services, and police reports of issues affecting their students;
- Learners voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture • Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

We strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches they may experience elsewhere may make it harder for them to challenge or question such radical influences.

We strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

Completion of the Prevent L2 Certificate means that all staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Our goal is to build mutual respect and understanding and to promote the use of dialogue rather violence as a form of conflict resolution.

We work with local partners, families and communities to ensure Blessed Hugh Faringdon Catholic School students understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

Youth Produced Sexual Imagery in Schools (Previously 'sexting')

In the light of new guidance provided by Thames Valley Police, in June 2019, the following procedures have been adopted:

Handling incidents

All incidents will be referred, directly, to the appropriate DDSL for action/consultation with the DSL where required. Incidents involving:

- an adult;
- coercion, blackmail, or grooming;
- concerns about capacity to consent, [e.g., SEN];
- images show atypical sexual behaviour for the child's developmental stage;
- images where violent acts are depicted;
- images shows sex acts and includes a child under 13;
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

will be reported to the Police and Social Services (where there is already Social Services involvement). Where there is no Social Services involvement, to date, the incident may be reported to Social Services following consultation with the Police.

Incidents that do not meet any of the above criteria will be investigated internally and once the DSL/DDSL have enough information a decision will be made regarding whether to deal with the matter in school or refer to the police/Social Services.

Where an incident is dealt with in school, the following procedure, regarding viewing images, will be followed:

- We will aim to avoid viewing youth-produced sexual imagery. Instead, we will respond to what we have been told the image contains.
- Where it is felt necessary to view the images it will be with the agreement of the Headmaster.
- Images will not be copied, printed or shared as this is illegal.
- Images will be viewed with another member of staff present. For a female they will be viewed by the DSL/a DDSL or both DDSLs. For a male they will be viewed by the Headmaster/Deputy Headteacher as the DSL and Deputies are female. Where they are of students of both genders a male and a female, from this group, will view them.
- If necessary, another suitable member of staff, of the appropriate gender, will be asked, by the DSL/Headmaster to view the images.
- Records that the images were videoed along with reasons and who was present will be established. These records will be signed and dated by the investigating DDSL/DSL, and the person on whose electronic device the images were seen. This could be the perpetrator or another person who has become aware of them.

Where the incident is dealt with in school a further review will be held to assess risks based on the following:

Assessing the risks once the image(s) has/have been shared:

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Due monitoring will take place.

Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images. We will follow the recommendation that the person showing the images is asked to delete them him/herself and confirm they have done so. This will be recorded, signed and dated.

Any refusal to delete the images will be treated seriously, reminding the student that possession is unlawful, and the police may then be contacted.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current DfE guidance ('Keeping Children Safe in Education', 'Safer Recruitment and Selection in Education Settings'). Safe recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate DBS checks (formerly List 99 and Criminal Records Bureau checks). All recruitment materials include reference to the school's commitment to safeguarding and promoting the welfare of its students. Our Headmaster and HR Officer are trained in Safer Recruitment and required to keep up to date with any changes. The Single Central Record is checked 3 times per year by the DSL and link governor, targets are where needed, a report produced and filed and progress towards targets monitored and supported as required.

2. Safe Practice

All staff, including new staff are required to complete an on-line Level 2 Health and Safety in Education course. Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for students

The school is committed to ensuring that students are aware of behaviour, towards them, that is not acceptable and how they can keep themselves safe. Via posters, displays, assemblies, work in tutor groups and individual discussion, we inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We have a Confidential Box in which they may post messages and an electronic reporting system which they may use when lacking the confidence to voice them directly. The box is checked, daily, by our DDSLs and any electronic reports are automatically emailed to the Safeguarding Team.

We promote safe on-line use guidance via assemblies led by the DSL, tutor periods, PSHE, posters and in lessons where technology is being used. We educate our students regarding the benefits and dangers of social media and how to avoid the latter. Our Securix subscription means we are immediately aware of any actions which place our students in danger or potential danger and take swift action to address these. Our students know that we are here to listen and how to seek support and advice as needed.

Our School Council meets regularly with members of the leadership team.

4. Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents may contact the school if they have any safeguarding concerns.

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 protect a child. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the form tutor, year leader or a member of the pastoral team.

5. Partnerships with others

The school recognises the importance of positive and effective working relationships with other agencies e.g. Local Authority, Social Care, Police, Health Service professionals, and Education Welfare Service.

6. Training of Key Personnel

The DSL, Headmaster, Deputy and DDSLs hold current Child Protection Level L3 and the Prevent Level 2 Certificates. The school commits to ensuring that this is up-dated every 2 years in line with DfE Guidance. The DSL is trained to Level 4.

7. Support, Advice and Guidance for Staff

All staff can seek support from the safeguarding team or Headmaster. The safeguarding team works closely with Children's Social Care, the Police and other external agencies.

Children Missing from Education

The school has strong links with the Education Welfare Officer (EWO) who meets regularly with Year Leaders. Concerns are reported, promptly, to the EWO by the Year leader or safeguarding team and are investigated.

Confidentiality

Blessed Hugh Faringdon Catholic School follows the guidance on Information Sharing. Personal information about children and families held by agencies should not normally

be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard children.

8. Related School Policies

The Safeguarding Policy links with the Child-on-Child Abuse Policy, Anti-Bullying Policy, Behaviour For Learning Policy, E-Safety Policy, Health and Safety Policy and Whistleblowing Policy.

9. Student Information

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

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child Protection Plan
- Name and contact details of the G.P.
- Any other factors which may impact on the safety and welfare of the child

The school collates, stores and agrees access to this information. The school endeavours to check the veracity of the information and to maintain it up to date. In the case of a child subject to a child protection plan, files are held securely with restricted access (DSL, Headmaster and DDSLs).

10. Roles and Responsibilities

The Governing Body, with its strategic responsibility, should ensure that:

- the school has a Safeguarding Policy and procedures in place that are in accordance with local authority, DfE, police and locally agreed inter-agency procedures, and that the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with current guidance (see point 1 above);
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding;
- staff undertake appropriate safeguarding training;
- they (the Governing Body) remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;

- a governor is nominated to be responsible for liaising with the Designated Officer (DO) and /or partner agencies in the event of allegations of abuse being made against the Headmaster;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place (see Leasing of Premises to External Organisations, EWS 2009) in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged as required.

The Headmaster should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the DSL and DDSLs to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Whistleblowing Policy.

The DSL should (directly or via the DDSLs):

- Keep abreast of, and action, all national and local up-dates to requirements and procedures
- Report cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the school;
- Liaise with the Headmaster to inform him of any issues and on-going investigations;
- Keep detailed accurate written records;
- Ensure the Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the referral process operated, the conduct of a Child Protection Case Conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's Safeguarding Policy;
- Ensure that all staff have induction training, regular up-dates and hold a current Introduction to Safeguarding Certificate;
- Obtain access to resources and attend Child Protection Level 3 refresher training courses every two years.
- Ensure the Headmaster, Deputy and DDSLs hold current Level 3 Certificates.

All staff and volunteers must:

- fully comply with the school's policies and procedures;
- attend appropriate training ;
- inform the DSL/DDSL of any concerns.

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, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

(See Appendices 1 – 6 for detail)

Definition

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

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 maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the DSL/DDSLs prior to any discussion with parents.

Cultural Differences

Cultural issues should never be a barrier to Safeguarding. Students at BHFCS come from many cultural backgrounds which may have a different approach to family life.

- Staff should be sensitive to cultural diversity but aware that certain practices may be detrimental to the welfare of students for example forced marriage, female genital mutilation and physical punishment are against the law in this country.
- Staff should be aware that some students may be vulnerable to pressure from groups involved in violent extremism.

SEND

We are aware of the additional risks that this cohort may face and will be mindful of these in all safeguarding interactions involving a SEND student/group of SEND students.

Reporting

Staff are required to report, promptly, any of the following regardless of whether there is already a referral to Children's Social Care in place. They should include any information they may have about the child's home circumstances. Staff are not required to seek such information but should report anything they are aware of. Concerns include:

- any suspicion/evidence 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 nonattendance 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);
- any concern listed in the 'Cultural Differences' section above.
- any concerns that a child may be being/has been criminally and/or sexually exploited, abused or harassed.
- any concerns of abuse in intimate personal relationships between peers.

Staff should note that there may be multiple issues that overlap so a range of concerns may be apparent. These must be reported for further investigation by the Safeguarding Team.

2. Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully how they will report it and to whom they will speak. Accordingly, all staff must handle disclosures with sensitivity. For students with communication/language difficulties the school will liaise with SENCO or EAL teacher.

Staff should reassure victims 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 abuse of any kind, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Disclosures cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL/DDSL making their duty to refer the matter clear at the start of any such discussion with a student.

Staff must:

- 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 repeat this to another member of school staff which may cause them unnecessary distress;
- clarify the information if necessary;
- 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 judgements 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 DSL/DDSL;
- 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.

3. Action by the DSL/DDSL

The DSL/DDSL will consider:

- any urgent medical and emotional needs of the child;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. EWO service, Children’s Services;
- the child’s wishes, as far as possible, with regard for their safety being paramount.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk ;
- whether to make a child protection referral to Children’s Social Services because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- not to make a referral at this stage;
- if further monitoring is necessary;

- if it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Services will follow the due process.

4. Action following a child protection referral

The DSL/DDSL must:

- maintain regular contact with Social Services;
- wherever possible, contribute to the Strategy Discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- contribute to the Child Protection Plan (where in place), attend Core Group Meetings and other relevant meetings/discussions;
- where appropriate, share all Child Protection Conference reports with parents prior to meetings;
- immediately inform the Social Services key worker where a child subject to a child protection plan moves from the school or goes missing.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All such documents will be retained in a 'Child Protection' file, separate from the child's main file and filed securely with limited access (DSL, Headmaster and DDSLs). These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- The school recognises that the child's welfare is paramount however, good safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents.
- Whilst we may, on occasions, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect the child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL, in discussion with the relevant DDSL, will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school (including volunteers and contractors)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles and contact the Local authority Designated Officer Team. (DO).

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Where a teacher is dismissed or released from their contract (or would have been likely to have been) we will consider referring the teacher to the Secretary of State via the Teaching Regulation Agency.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headmaster and make a record.
- If an allegation is made against the Headmaster the matter will be reported to the Chair of Governors who will follow the process outlined below.
- The Headmaster will take steps, where necessary, to secure the immediate safety of the child/children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headmaster may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Headmaster may request that the DSL consults with the DO in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to Social Services and/or the police for investigation
- Consideration will be given, throughout, to the support and information needs of students, parents and staff
- The Headmaster will inform the Chair of Governors of any allegation.

Renting out of School Premises/Facilities

The Governing Body, working with the school, will ensure that appropriate safeguarding arrangements are in place (including inspecting these as needed) and that the presence of such arrangements is a requirement of any agreement between the school / college and the other organisation.

Key Documentation/websites:

Keeping Children Safe in Education

Safer Recruitment in Education

<https://neu.org.uk/advice/allegations-abuse-against-staff>

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justify the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship, the child may:

- Appear frightened of the adult(s)
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment) .
- Be absent or misusing substances .

- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are disinterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or a plausible explanation provided:

- Two simultaneously bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive) .
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in bruise colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face.
- Grasp marks
- Bruising on the arms, buttocks and thighs which may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

Medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

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

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoat within the family.

- Frozen watchfulness. (particularly but not exclusively in pre-school children).
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently frightened to divulge this due to guilt and/or fear and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour play or conversation, inappropriate to the child’s age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed..
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” deriving from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

Assessment

In order to more fully determine the nature of the incident the following factors should be considered - the presence of exploitation in terms of:

1. **Equality:** Differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
2. **Consent:** Agreement including all the following:
 - Understanding what is proposed based on age, maturity, development level, functioning and experience.
 - Knowledge of society’s standards for what is being proposed and awareness of potential consequences and alternatives.
 - Assumption that agreements or disagreements will be respected equally.
 - Voluntary decision on mental competence.
3. **Coercion** - the young perpetrator may use techniques such as bribing, manipulation and emotional threats of secondary gains and losses. E.g. loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide and reported to the safeguarding team for further investigation.

Child Sexual Exploitation and Child Criminal Exploitation

From September 2020 Part 1 of the Keeping Children Safe in Education Document now draws attention to these specific safeguarding issues. These are 2 forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

This could be a one-off or a series of incidents over time. It can happen online and in person.

Even if the activity seems to be consensual, it can still be abuse.

Signs to look out for include:

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Changes in emotional wellbeing or school performance
- Signs of assault or unexplained injuries
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or not taking part in school
- (Child sexual exploitation) Having older boyfriends or girlfriends
- (Child sexual exploitation) Having sexually transmitted infections or getting pregnant
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Having multiple mobile phones and worrying about losing contact via mobile
- 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
- 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

Contextual Safeguarding

Think about the **context** of safeguarding incidents and behaviours.

Are children at risk of abuse or exploitation in situations outside their families – for example.

The following definition by the National Working Group for Sexually Exploited Children defines child sexual exploitation as:

“The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or

persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability”
(The National Working Group for Sexually Exploited Children and Young People, 2008)

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.

Recognising Neglect

Evidence of neglect is built up over a period and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of the child to grow within the normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child is frequently absent from school.
- Child is left with adults who are intoxicated or violent.
- Child is abandoned or left alone for excessive periods.

Appendix 2

Forced Marriage and Female Genital Mutilation

Both are illegal in the United Kingdom

Forced Marriage (FM)

This is entirely separate to arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Thames Valley Police on 101 or Reading Children's Services on 0118 937 3641

Female Genital Mutilation (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 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 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

Circumstances and occurrences that may point to FGM happening are:

- 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:

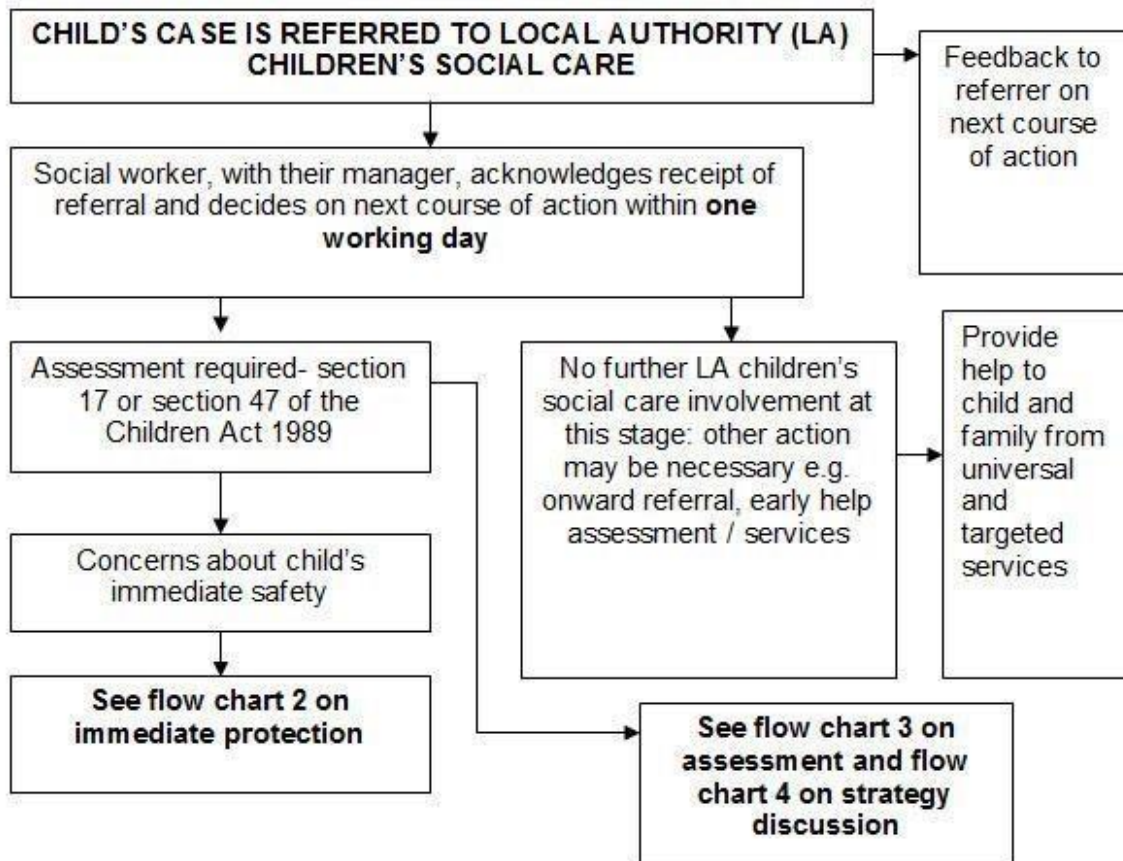
- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning 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

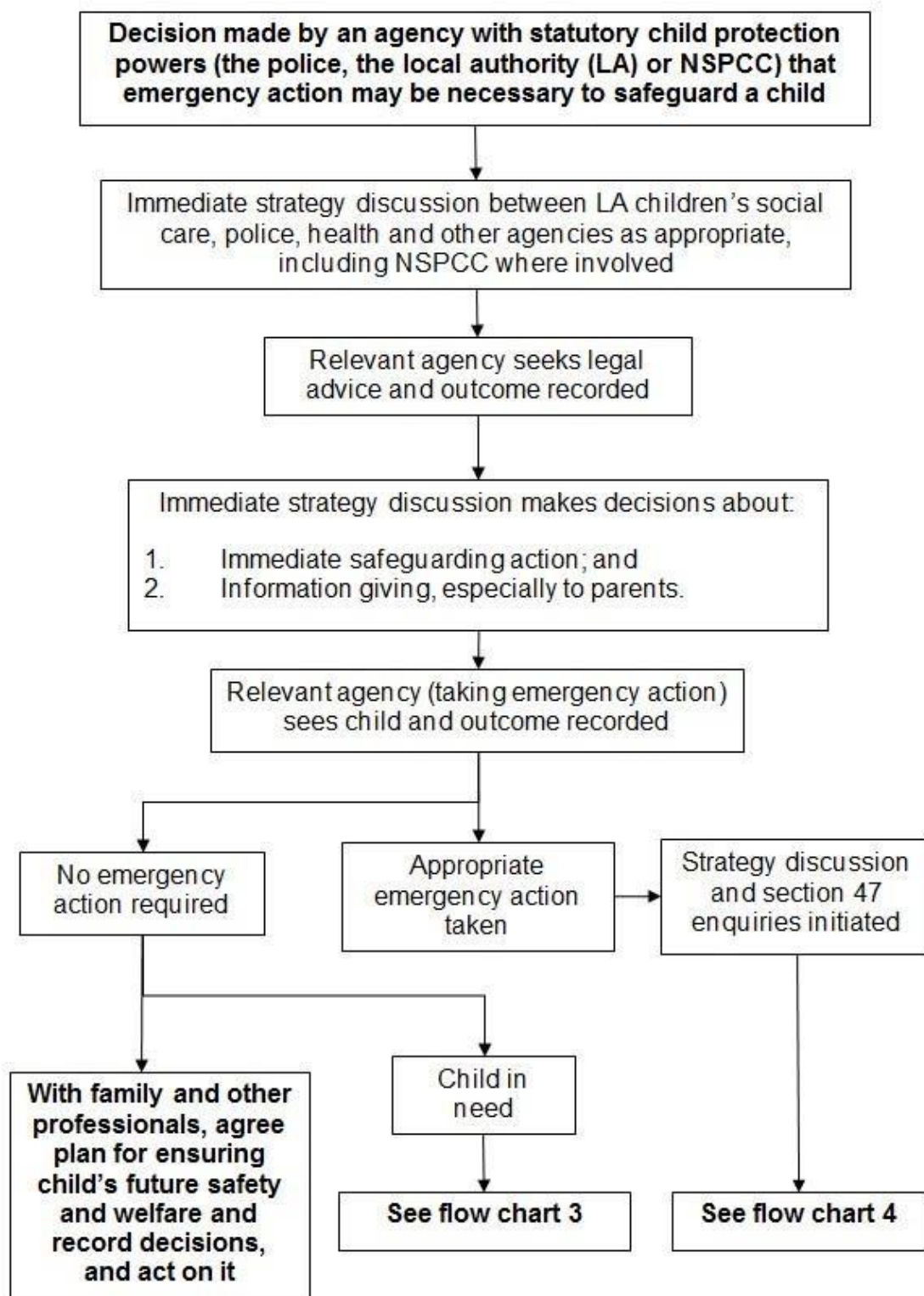
As with Forced Marriage there is the 'One Chance' rule. It is essential that settings (schools/colleges) take action without delay and call the Contact Centre.

Appendix 3 Referral Process

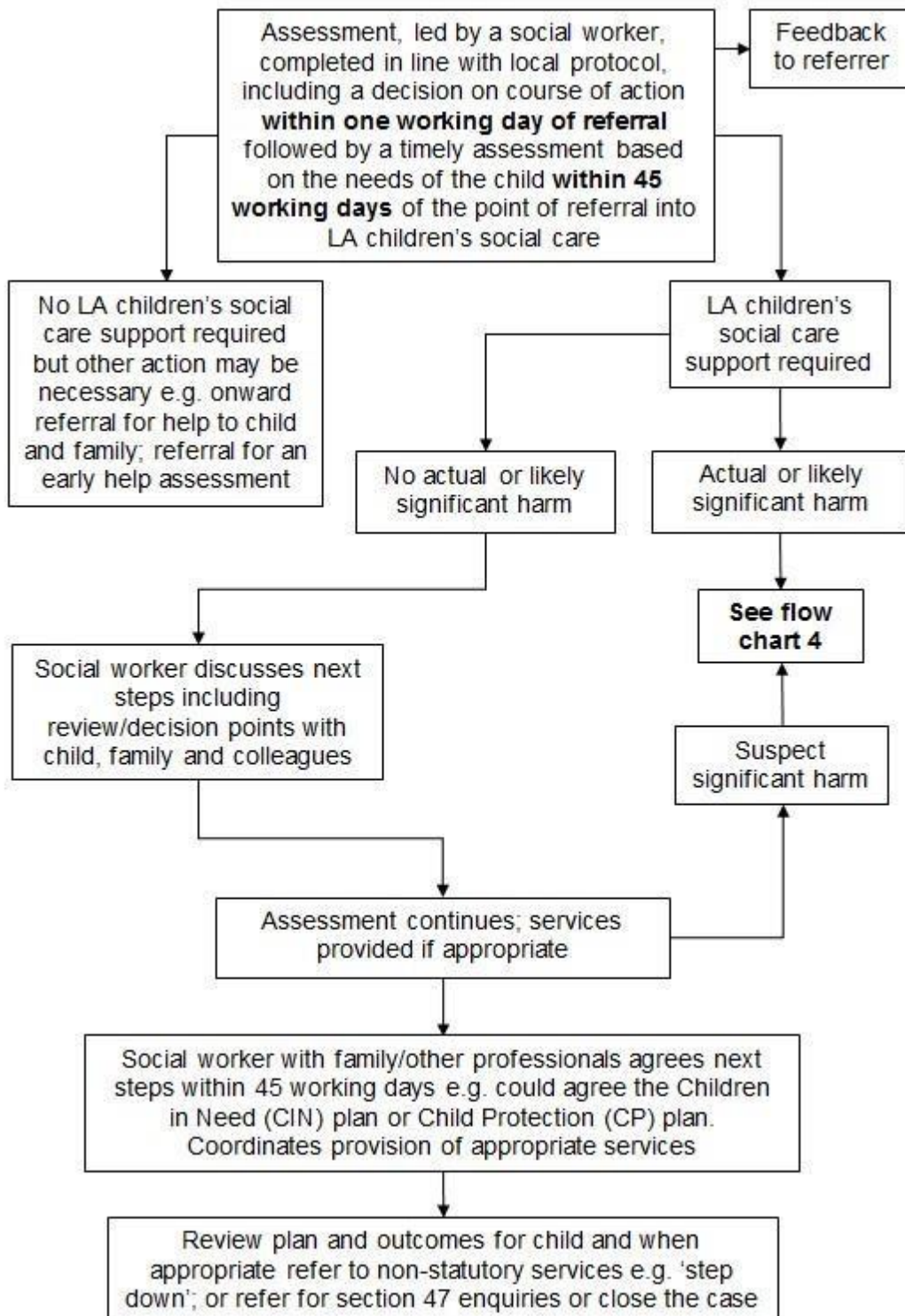
Flow chart 1: Action taken when a child is referred to local authority children's social care services



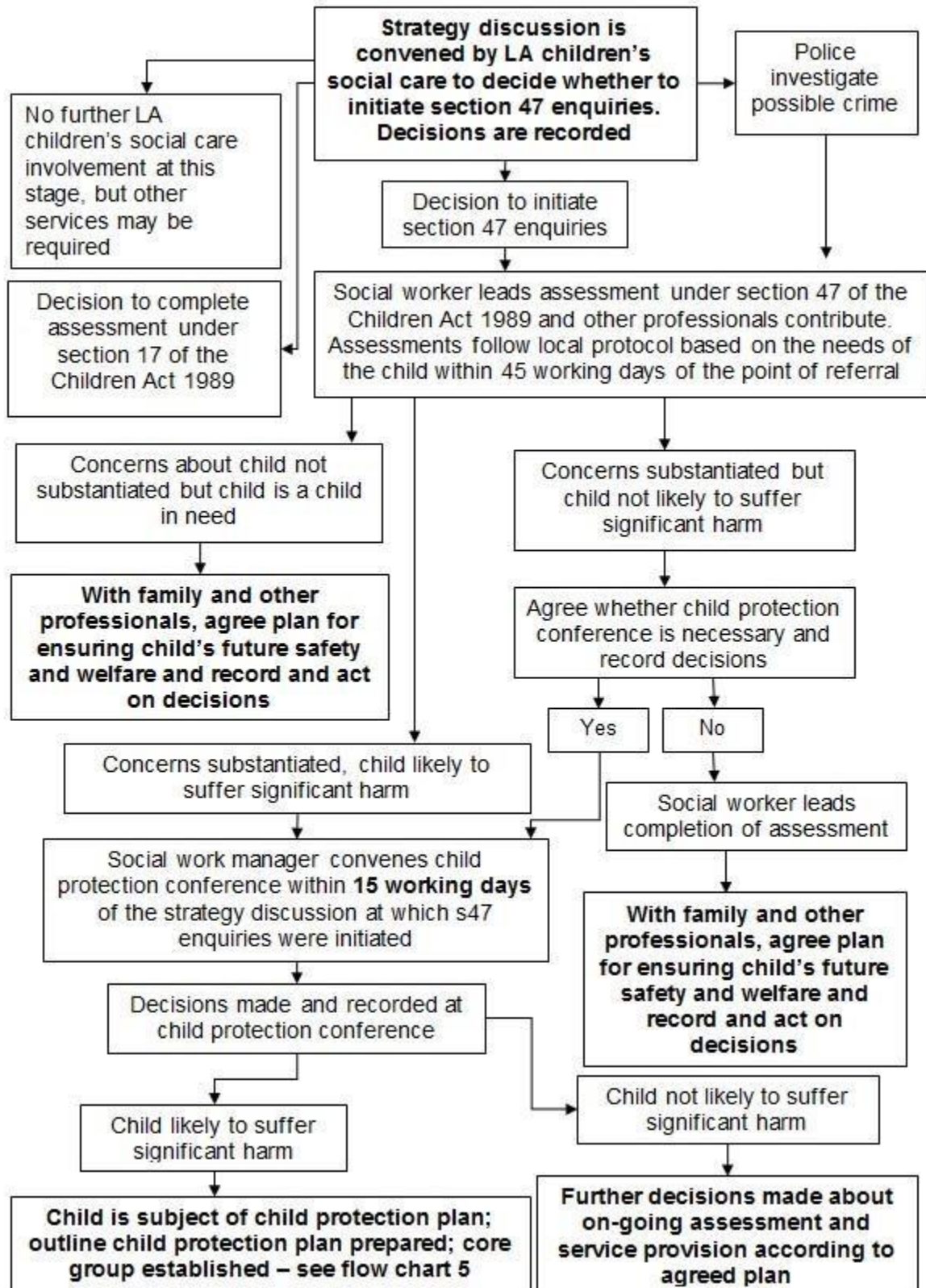
Flow chart 2: Immediate protection



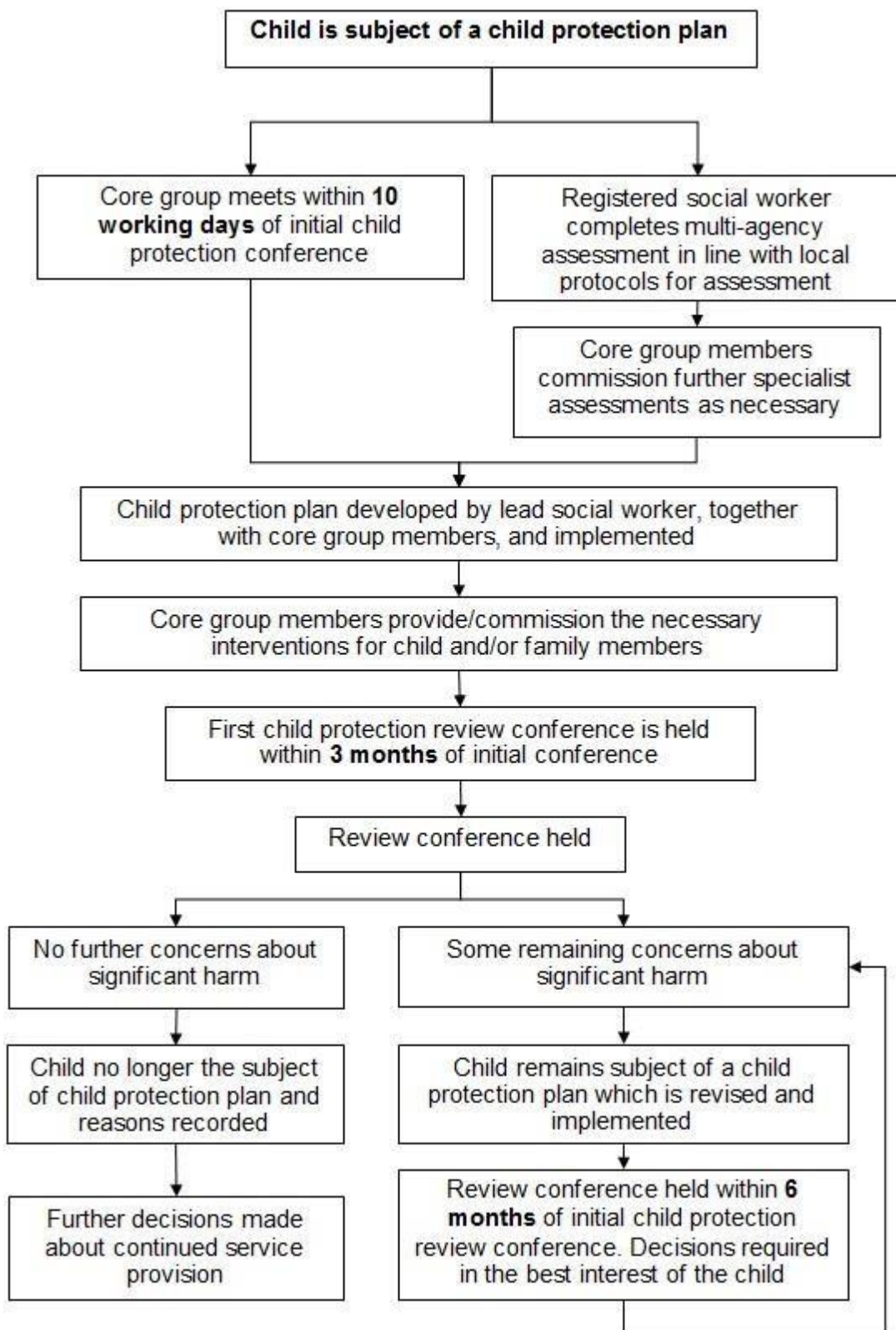
Flow chart 3: Action taken for an assessment of a child under the Children Act 1989



Flow chart 4: Action following a strategy discussion

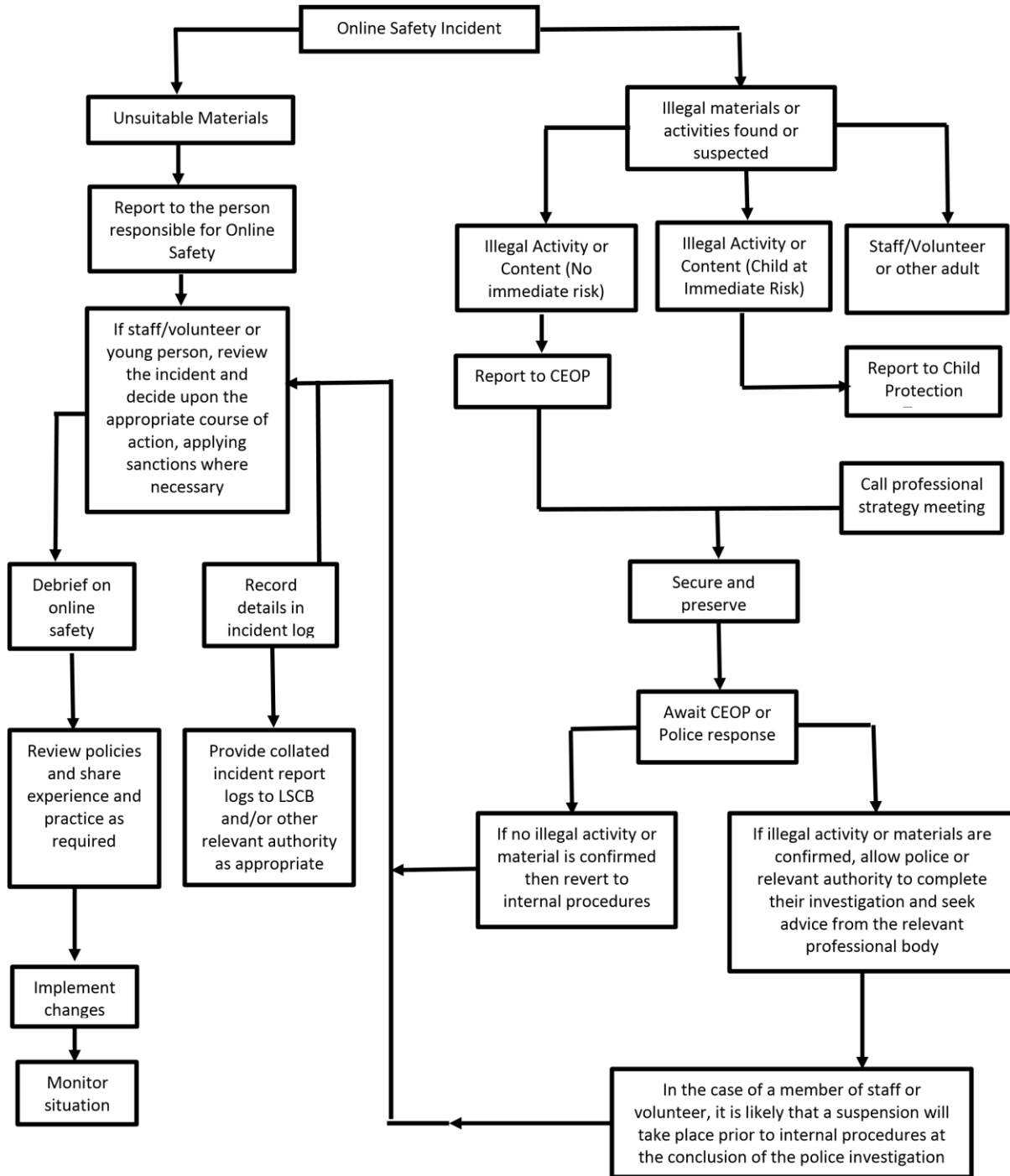


Flow chart 5: What happens after the child protection conference, including the review?



Appendix 4

E-Safety - Responding to Incidents of Misuse



Appendix 5

Key Terminology and Definitions

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;

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

Abuse and Neglect are forms of maltreatment. 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 a stranger. They may be abused by an adult or adults or 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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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 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.

Appendix 6

Reference will be made to the following supplementary guidance where appropriate.

Department for Education guidance

- Safeguarding children who may have been trafficked.
- Safeguarding children and young people who may have been affected by gang activity.
- Safeguarding children from female genital mutilation.
- Forced marriage.
- Safeguarding children from abuse linked to faith or belief.
- Radicalisation - Prevent strategy.
- Radicalisation - Channel guidance.
- Use of reasonable force in schools.
- Safeguarding children and young people from sexual exploitation.
- Safeguarding Children in whom illness is fabricated or induced.
- Preventing and tackling bullying.
- Safeguarding children and safer recruitment in education.
- Information sharing: advice for practitioners.
- Keeping children safe in education.
- Safeguarding Disabled Children: Practice guidance.
- Department of Health / Department for Education: National Service Framework for Children, Young People and Maternity Services.
- What to do if you're worried a child is being abused: advice for practitioners.