



SAFEGUARDING and CHILD PROTECTION POLICY, PROCEDURE AND GUIDANCE

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This policy should be read in conjunction with the:

- Keeping Children Safe in Education guidance
- Anti-Bullying Policy
- ICT Acceptable Use Policy
- Missing Pupil Policy
- Supervision of Pupils Policy
- Supporting Pupils with Medical Conditions Policy
- SENDA Policy
- Recruitment and Selection of Staff Policy
- Safeguarding Action Plan following an allegation against a member of staff
- Visiting Speakers Policy

POLICY STATEMENT

The safety and well-being of every pupil at Farnborough Hill is of vital importance. The School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children in its care. The best interests of each and every pupil are paramount in order to enable them to have the best outcomes.

Safeguarding and promoting the welfare of children is the responsibility of every adult at the School. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We always maintain an attitude of 'it could happen here' where safeguarding is concerned and our procedures help us to identify young people who are suffering, or who are at risk of suffering, harm or abuse. We offer early help and support, and make appropriate referrals with the aim of keeping children safe at school, at home and in their communities.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents.

There are six main elements to our safeguarding practice at Farnborough Hill:

- Ensuring we practise safe recruitment in checking the suitability of all staff and volunteers who work with children with the Disclosure and Barring Service and other relevant authorities, and in advertising this fact to all potential employees/volunteers. (See *Recruitment and Selection of Staff Policy* which outlines safer recruitment procedures)
- Establishing a safe environment in which children can learn and develop
- Raising awareness of safeguarding and equipping children with the skills needed to keep themselves safe
- Developing and then implementing procedures for early identification and reporting of cases, or suspected cases, of harm or abuse
- Supporting pupils who have been abused or harmed in accordance with their agreed child protection plan
- Ensuring that all staff receive regular training and updates to ensure that they fully understand and fulfil their safeguarding and child protection responsibilities effectively, and that they read changes in statutory guidance when circulated by the DfE. This also involves ensuring that new staff induction includes safeguarding and child protection training, as well as training on anti-bullying and the School's *Behaviour Policy*.

Our policy applies to all staff, governors, volunteers and pupils at the School.

Legal context

- Section 175 of the Education Act 2002;
- The Education (Independent School Standards) Regulations 2014
- The Children Act 2004 & 1989

This policy also has regard to the following guidance and advice:

- Hampshire Safeguarding Children Board protocols, guidance and procedures
- Keeping Children Safe In Education ('KCSIE') (September 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
 - Information sharing: advice for practitioners providing safeguarding services (March 2015)
- FGM Act 2003 Mandatory Reporting Guidance (April 2016, updated October 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

Definitions

Within this document:

Safeguarding is related to action taken to promote the welfare of children and protect them from harm. Safeguarding is defined (in *Working Together to Safeguard Children* 2018) as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the School, full time or part time, in either a paid or voluntary capacity. This also includes governors and any parent helpers.

Child refers to all young people who have not yet reached their 18th birthday. However, we recognise that we also have a duty of care to safeguard students over the age of 18 who are still at the School. On the whole, this policy will apply to pupils of our school; however, it will also extend to visiting children and pupils.

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document in Annex 2.

Contextual Safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature abuse and violence. Contextual safeguarding assesses risk and intervenes to protect young people in these cases beyond the boundaries of their home.

Aims

- To provide staff with the framework to promote and safeguard the well-being of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the School.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.
- **All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the School or in the community**, taking into account contextual safeguarding, in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk, so we will engage in partnership-working throughout the child protection process to safeguard children.
- Whilst the School will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police without notifying parents, if this is believed to be in the child's best interests.

Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

At Farnborough Hill any individual can contact the Designated Safeguarding Lead (DSL) or her Deputy if they have concerns about a young person.

The DSL is Miss Pippa Sexton (Deputy Head - Pastoral) and the Deputy DSL is Mr Craig McCready (Assistant Head – Head of Sixth Form). There is a nominated Safeguarding Governor, **Dr Cathryn Chadwick**, who takes leadership responsibility for safeguarding. The Chair of Governors, **Mrs Claire Hamilton**, will receive reports of allegations against the Head and act on the behalf of the Governing Body.

Training

All staff at Farnborough Hill are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided as required, every three years by an external trainer. The DSL provides training updates every year and more often as appropriate. Separate training is provided to all new staff on appointment by the DSL. The DSL and Deputy DSL attend training at least every other year to enable them to fulfil their role. In addition, the DSL attends training and other CPD courses/conferences on safeguarding issues such as the Prevent duty. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Referral

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm, has been reached, or if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and if appropriate the police. If the DSL and Deputy DSL are not available or there are immediate concerns, the staff member may refer directly to Children's Social Care and the police if appropriate.

Generally the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2015) guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the School on a 'need to know' basis.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum.
- The School's ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Head, Alex Neil. The Head will usually discuss this concern with the DSL where appropriate. The Local Authority Designated Officer (LADO) will then be contacted and the relevant guidance followed.

If the allegation is against the Head, the person receiving the allegation will contact the LADO or Chair of Governors directly.

See Annex 9 and the Safeguarding Action Plan Following an Allegation Against a Member of Staff for further information on the School's procedures.

Dealing with allegations against pupils

If a concern is raised or there is an allegation of a pupil abusing another pupil within the School, the Peer on Peer Abuse Policy guidance will be followed (Annex 3).

ROLES AND RESPONSIBILITIES WITHIN FARNBOROUGH HILL

Staff responsibilities

All staff members have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the School who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of 'it could happen here' with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately the Deputy DSL should be informed.
- Be prepared to refer directly to Children's Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available. **Any** member of staff can make a referral.
- Follow the *Allegations Against Staff* procedures (Annex 9) if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the HSCB and take account of guidance issued by the DfE.
- Support relevant pupils in line with their child protection plan.
- Treat information with confidentiality but never promise to 'keep a secret'.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the *Safeguarding and Child Protection Policy*, the *Behaviour Policy*, the *Staff Code of Conduct*, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Challenge any inaction and follow this up with the DSL and children's social care as appropriate.

Senior Leadership Team responsibilities

- Contribute to inter-agency working in line with the *Working Together to Safeguard Children 2018* guidance.
- Provide a co-ordinated offer of early help when any additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the School's attendance at conference and core group meetings.
- Carry out tasks delegated by the Governing Body such as training of staff, safer recruitment and maintaining a Single Central Register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the School.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Hampshire Safeguarding Children Board (HSCB) and Hampshire County Council (HCC).

Governing Body responsibilities

- Ensure the School has effective safeguarding policies and procedures including a *Safeguarding and Child Protection Policy*, a *Staff Code of Conduct*, a *Behaviour Policy* and a response to children who go missing from education.
- Ensure HSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Ensure recruitment, selection and induction follows safer recruitment practice, including all appropriate checks.
- Ensure allegations against staff are dealt with by the Head. Allegations against the Head should be dealt with by the Chair of Governors.
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description.

- Ensure staff have been trained appropriately and this is updated in line with guidance.
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- Ensure a nominated governor for safeguarding is identified.

DSL responsibilities *(to be read in conjunction with DSL role description in KCSiE)*

**At Farnborough Hill the DSL is Pippa Sexton (Deputy Head – Pastoral).
The Deputy DSL is Craig McCready (Assistant Head – Head of Sixth Form).**

In addition to the role of all staff and the Senior Leadership Team, the DSL will:

- Refer cases to Children’s Social Care, and the police where appropriate, in a timely manner, avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and referring any concerns about a child to the DSL, and concerns about an adult to the Head.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the School outside of the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil file, and use these records to assess the likelihood of risk. Also keep records related to allegations of bullying in accordance with ISSRs.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a pupil transfers school.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child’s social worker is informed. Consideration should also be given to a transition meeting prior to moving, if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCB to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures in the School that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2018.

FARNBOROUGH HILL CHILD PROTECTION PROCEDURES

Overview

The following procedures apply to all staff working at Farnborough Hill and will be covered by training to enable staff to understand their role and responsibilities.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that some children, such as those with disabilities, special needs or language delay, may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them, they must:

1. Make an initial record of the information.
2. Report it to the DSL immediately.
3. Ask the DSL to consider if there is a requirement for immediate medical intervention. However, urgent medical attention should not be delayed if the DSL is not immediately available (see point 8 below).
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Any injuries
 - Explanations given by the child/adult
 - What action was taken
 - Any actual words or phrases used by the childAny written records must be signed and dated by the author or the equivalent on electronic based records.
5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

Following a report of concerns the DSL must take the following actions:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate.
2. Normally the School should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account as far as possible.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Children's Reception Team (CRT) on 01329 225379 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's familyIf the DSL feels unsure about whether a referral is necessary, they can phone the CRT to discuss concerns.
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help process, using the HSCB referral threshold document. The DSL will then liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review. Consideration will be given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.
5. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral must be made using the **Inter-Agency Referral Form (IARF)** which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must also notify Children's Social Care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse, the DSL or their Deputy should take the pupil to the Accident and Emergency unit at the nearest hospital (Frimley Park), having first notified Children's Social Care. The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

The School's arrangements to fulfil other safeguarding responsibilities

Teaching children how to keep safe

The School ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHEE to help them to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of the internet and electronic equipment, such as mobile phones and iPads, as well as the risks posed by adults or young people who use the internet and social media for sexting purposes or to bully, groom, abuse or radicalise other people, especially children and young people. Pupils are also educated about peer on peer abuse as part of the PSHEE programme.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHEE education.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online, reduce the risk of children being subjected to harmful online interaction with others and help manage online behaviour that causes, or can increase a child's likelihood of, harm. Further detail of the School's approach to online safety can be found in the School's *ICT Acceptable Use Policy*.

Looked after children

The School ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

The DSL, Pippa Sexton, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that she receives appropriate training in order to carry out her role.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values. See *Visiting Speakers Policy* for more detail.

Annual review

As a school, we review this policy annually in line with DfE, HSCB, HCC and ISI requirements and other relevant statutory guidance.

**This policy is reviewed annually by the Deputy Head (Pastoral) and Head.
The next review is due in September 2019.**

ANNEX I: Staff Code of Conduct

STAFF CODE OF CONDUCT – Safeguarding and Child Protection

1. POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust, within and outside the School, in relation to the young people in their care. They are therefore expected to demonstrate consistently high standards of personal and professional conduct at all times.

Staff members should demonstrate proper and professional regard for the ethos, policies and practices of Farnborough Hill and ensure that they always show tolerance of and respect for the rights of others. This includes actively supporting fundamental British values – democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In addition, no member of staff should discriminate against pupils because of any protected characteristics, including disability, race, religion and belief, gender or sexuality.

A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. The relationship between a teacher and a pupil of any age must always be a professional and not a personal one. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record in writing any incident with this potential to the Designated Safeguarding Lead (DSL) immediately.

2. CONFIDENTIALITY

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to address the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

3. STAFF BEHAVIOUR

At all times staff need to ensure that their conduct not only supports the School's ethos but also protects the well-being of the pupils, and does not inadvertently lay them open to allegations of abuse. At all times their behaviour must be professional and beyond reproach. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson or sports coaching lesson, it is good practice to ensure that others are within earshot and doors are left open if possible. Any physical contact should be the minimum required for care, instruction or restraint.

(a) Safeguarding

All members of staff have a duty of care to safeguard all pupils, as explained in the School's *Safeguarding and Child Protection Policy*. If at any time they have a concern about a pupil, however minor, they must contact the relevant Head of Year or the DSL. In addition, if they are concerned that there is a risk of immediate serious harm to a pupil they must contact the DSL who will refer the matter to Children's Social Care and/or the police. However, any member of staff may make a direct referral to Children's Social Care or the police, and will be fully supported by the School in the case of this course of action. If they make a direct referral staff should then inform the DSL.

(b) Communication with pupils

Staff should not give their personal mobile phone numbers, email addresses or social media site details to pupils, nor should they communicate with them by text message, personal email or any form of social media. If they need to speak to a pupil by telephone, they should use one of the School's landlines or mobiles. Any email communication should be work-based in nature and sent using the School system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The School mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Always remember that the relevant Head of Year should be kept informed of any contact or conversations with pupils that may have a bearing on their behaviour or well-being, or which might have repercussions in the future.

(c) Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be careful when demonstrating affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical education and other activities requiring physical contact:

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. **This should be done with the pupil's prior agreement.** Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

(d) Physical intervention and restraint

Physical punishment of any type is, of course, unacceptable. Any physical intervention or restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort when all efforts to avert or diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical intervention or restraint should be recorded in writing and reported immediately to the DSL or Head who will decide what to do next.

(e) Transporting pupils

Staff members should not arrange to transport girls in their own car, or give a lift to pupils. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, permission for the journey must be sought from a member of SLT and the parents of the pupil(s) beforehand. Parental permission should be sought in writing. It is also vital that the member of staff

ensures that they are covered by the correct level of motor vehicle insurance before making any such journey to transport pupils. If appropriate, details of the circumstances and permissions given should then be recorded on the files of the pupil(s).

(f) Use of mobile phone cameras and other cameras

Photographs must only be taken of pupils by staff with their parents' permission (collected at the time of pupil enrolment) and in the course of their professional duties during school activities. Where photographs are taken by staff to give evidence of children's progress, their participation in activities or other events, photos should be taken on school cameras or other devices where the photos can be deleted as soon as they have been downloaded on to the School network. This must be done within 24 hours of the photos being taken and, in the case of a residential trip, within 24 hours of the staff member's return. Photos cannot be used or passed on outside the School or posted on social media networks other than those run by the School. The *Staff Acceptable Use of ICT Policy* should be read in conjunction with this policy.

(g) Security and safety

Staff must pay due regard to procedures in place to ensure the security and safety of pupils. This includes adhering to and applying all safety measures (such as those relating to door security, and the admission and supervision of visitors), keeping accurate attendance registers, and maintaining the School as a no smoking site. Consumption of alcohol (except small quantities at social events, such as the Sixth Form Ball) or illegal drugs is not permitted.

(h) Communication of concerns or changes in circumstances

If any staff members discover that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18 they have a statutory duty to report this directly to the police, as provided for in the Female Genital Mutilation Act (2003) and amended by the Serious Crime Act (2015). Staff should make the DSL aware; in fact, they may wish to contact the police together with the DSL. Staff must also disclose to the DSL, without delay, any and all suspicions, evidence or disclosure that FGM may be carried out in the near future or over the longer term. The DSL will then report these concerns to Children's Social Care and in some cases the police. In addition, staff should also report to the DSL any concerns regarding pupils in the Sixth Form over the age of 18. FGM is child abuse, and the School will therefore take all breaches of duty very seriously. If staff do not report such cases they may face disciplinary sanctions.

In addition, staff have a duty to disclose relevant information about any criminal proceedings against them or reasons why they may now be deemed unsuitable to work with children under the Disclosure and Barring Service.

There is also an expectation that all school staff should notify the Head of any relationship or association they have both within and outside of the workplace (including online) which may affect their suitability to work with children.

4. WHISTLEBLOWING

The School has a culture of safety and of raising concerns. It values staff and reflective practice. Where staff members have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, or have concerns about the behaviour of another member of staff towards a pupil, they should report it at once to the Head or to the DSL, who will inform the Chair of Governors where the concern relates to the Head. Any concern will be thoroughly investigated under the School's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it, for example the NSPCC whistleblowing helpline (contact details can be found on the Key Contacts page in Annex 10).

ANNEX 2: Indicators of early help need & definitions and indicators of child abuse

Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is showing early signs of abuse and/or neglect
- is in a family circumstance presenting challenges for the child, such as adult mental health problems, domestic abuse or substance abuse
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is misusing drugs or alcohol
- is frequently missing/goes missing from home or care
- is at risk of exploitation, modern slavery or trafficking
- is a young carer
- is a privately fostered child.
- has returned home to their family from care
- is at risk of being radicalised or exploited

Definitions and indicators of child abuse

The following definitions are taken from 'Working Together to Safeguard Children' (HM Government 2018) and 'Keeping Children Safe in Education' (2018). To support the local context, all staff have access to the Hampshire Safeguarding Children Board (HSCB) threshold chart.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or 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)
- ensure access to appropriate medical care or treatment

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

The **HSCB Neglect Strategy** is used to provide a more detailed summary of neglect and the local thresholds for referrals.

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.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. This includes honour-based violence (HBV) such as female genital mutilation (FGM) (see additional paragraph below). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Child criminal exploitation

As set out in the *Serious Violence Strategy*, published by the Home Office (2018), child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Examples of child criminal exploitation include County Lines activities. County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Honour based violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and the School will handle and escalate them as such. If in any doubt staff should speak to the DSL. If a concern is raised regarding a child that might be at risk of HBV the School will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and Children's Services. Any suspected, evidenced or disclosed cases of FGM will be reported to the police and/or Children's Services.

Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support forms of extremism and terrorism. Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination

towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of our armed forces are also regarded as extremist.

The School has due regard to the need to assess the risk of and prevent pupils from being drawn into terrorism (the Prevent duty 2015). Although only small numbers of people radicalise it should be recognised that pupils from a diverse range of ethnic, national, political and religious groups may be targeted or influenced to participate in radicalism or extremism, both by adults and other young people. The School recognises that radicalisation can occur both in person and via the internet. Such incidents will be referred to local children's social care as a child protection concern. If staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999.

Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The **HSCB Neglect Strategy** provides a more detailed list of indicators of neglect and is available to all staff.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. It is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, for example in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation ("I'm stupid, ugly, worthless" etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-harm and eating disorders
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

- Acting out
- Other destructive tendencies
- Regressive behaviour, eg wetting
- Poor trust in significant adults
- Arriving early at school or leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However accidental injuries normally occur on the bony prominences, eg shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body (skin) map (Annex 8) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the School.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises, eg fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument, eg linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object, eg electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the School, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults' words)

- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child, eg relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation (CSE).

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the next section.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, although sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality such as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn

- Overly-compliant behaviour
- Acting out or aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders, sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect, or overreacting to criticism.

Child sexual exploitation (CSE)

Indicators of child sexual exploitation / factors that should increase concern:

- Acquisition of money, clothes, mobile phones etc without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being.

Additional lists of signs and symptoms are available in literature provided during staff training, in other publications such as *'What to Do if You're Worried a Child is Being Abused – Advice for Practitioners'* (2015) and on the NSPCC website (NSPCC.org.uk). **Any concerns, however minor, should in all instances be raised with the DSL, who will always take them seriously.**

Forced marriage

Indicators of forced marriage / factors that should increase concern:

- Pupil showing stress before forthcoming school holidays
- Requests for extended absence from school, particularly if pupil reports a planned long holiday to her family's home country
- Failure to return from visits to family's home country
- Absence and persistent absence
- Decline in behaviour, engagement, performance or punctuality
- Pupil becoming isolated from friends
- Pupil not allowed to attend extra-curricular activities
- Poor test or examination results
- Serious well-being concerns such as self-harm, suicidal thoughts or attempted suicide, eating disorders, depression or substance misuse
- Pupil going missing or running away from home
- Surveillance by siblings

- Being withdrawn from school by those with parental responsibility and not being provided with suitable alternative education elsewhere or at home
- Pupil prevented from going on to further/higher education
- Sudden announcement of engagement to a stranger
- Early/unwanted pregnancy
- Female genital mutilation
- Family history such as early marriage of, or serious well-being concerns about siblings, unreasonable restrictions placed on pupil by parents and family disputes

Staff will support pupils in expressing any concerns they may have about this issue. They will be particularly vigilant to any signs that may indicate that a pupil is at risk of forced marriage. Any concerns will be brought to the attention of the DSL at the earliest opportunity.

Radicalisation and extremism – the Prevent duty

Prevent is the name given to a national strategy which aims to stop people from becoming violent extremists or supporting terrorism. Channel is the process that supports people at risk of being drawn towards terrorism or violent extremism. Prevent aims to deal with all forms of extremism, including Far Right racist extremism, animal rights extremism and religious extremism.

Indicators of radicalisation / factors that should increase concern:

- Notable changes in appearance, behaviour or mood
- Expression of more extreme political or radical views
- Pupil supporting, or appearing to be increasingly sympathetic to, radical and terrorist acts
- Changes in friendships and/or increasing isolation from existing friends and peers
- Pupil spending increasing amounts of time on their own or online

As with all safeguarding and child protection concerns, staff will be particularly vigilant to any signs that may indicate that a pupil is at risk. Any concerns will be brought to the attention of the DSL at the earliest opportunity. Staff will support all pupils in expressing any concerns they may have about their own circumstances or regarding another student.

Special Educational Needs and/or Disabilities

Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. They may also be more prone to peer group isolation than other children.

These signs can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Staff will support such pupils in expressing any concerns they may have. They will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. In addition, staff will consider extra pastoral support for those children, where appropriate.

Lesbian, Gay, Bi or Trans (LGBT)

Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children missing from education

If a child goes missing from education, particularly on repeat occasions, this is a potential indicator of abuse or neglect, or other safeguarding concerns such as radicalisation (see *Missing Pupil Policy*).

ANNEX 3: Peer on peer abuse, including sexual violence and sexual harassment between children in schools

Peer on Peer Abuse Policy

This policy should be read in conjunction with the:

- Keeping Children Safe in Education guidance
- Anti-Bullying Policy
- ICT Acceptable Use Policy
- Behaviour Policy

Context

Peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can take different forms, such as:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- youth produced sexual imagery (also known as sexting)
- initiation/hazing type violence and rituals

Policy

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

We recognise that children are capable of abusing their peers; this will be dealt with under our *Safeguarding and Child Protection Policy* and in line with *KCSiE (2018)*.

We are clear that all forms of peer on peer abuse, including sexual violence and sexual harassment, are not acceptable, will never be tolerated and are not an inevitable part of growing up. Abusive comments and interactions will never be passed off or dismissed as 'banter'. Nor will harmful sexual behaviours be dismissed as the same or 'just having a laugh'.

We will minimise the risk of peer on peer abuse by:

Prevention:

- Taking a whole school approach to safeguarding & child protection.
- Providing training to staff.
- Providing a clear set of values and standards, underpinned by the School's Mission Statement, *Behaviour Policy* and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Sexual violence and sexual harassment

Sexual violence and sexual harassment are types of peer on peer abuse and can occur between two children of any age and sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and that every effort is made to ensure their education is not disrupted. It is also important that other children, older pupils and School staff are supported and protected as appropriate.

Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported by a range of pastoral staff at the School.
- If the report includes an online element staff will be mindful of the *Searching, Screening and Confiscation: advice for schools* (DfE 2018) guidance.
- Staff receiving the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff receiving a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (see Annex 10).

Risk Assessment:

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any disciplinary action.
- All other children at the School.
- The victim and the alleged perpetrator sharing classes and space at school.

The Risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the School's approach to supporting and protecting pupils.

Action: The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- The ages of the children involved.
- The developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Any ongoing risks.
- Other related issues or the wider context.

Options: The DSL will manage the report with the following options:

- Manage internally
- Engage with Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Children's Social Care)

Ongoing Response:

- The DSL will manage each report on a case-by-case basis and will keep the Risk assessment under review.
- Where there is a criminal investigation into sexual violence, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into sexual violence leads to a conviction or caution, the School will take suitable action in the light of the *Behaviour Policy*. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. In all but the most exceptional of circumstances, the sexual violence is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain at the School would seriously harm the education or welfare of the victim (and potentially other pupils or pupils). In nearly all cases it is highly likely that permanent exclusion would be the expected outcome.
- The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Youth Produced Sexual Imagery (Sexting)

The NSPCC defines sexting as a person sharing sexual, naked or semi-naked images or videos of themselves or others, or sending sexually explicit messages. This can be done via mobiles or over the Internet.

If an incident involving youth produced sexual imagery comes to the attention of staff:

- The incident should be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- The DSL will interview the pupil(s) involved, with another member of the pastoral support staff in attendance if appropriate.
- Parents will be informed at an early stage and involved in the process, unless there is good reason to believe that involving them will put the pupil at risk of harm.
- At any point in the process if there is a concern that a pupil has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately.

The DSL will make an immediate referral to police and/or Children's Social Care will be made if:

- The incident involves an adult.
- There is reason to believe that the pupil has been coerced, blackmailed or groomed, or if there are concerns about her capacity to consent (for example owing to special educational needs).
- What is discovered about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- There is reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery, for example, if the young person is presenting as suicidal or self-harming.

Physical Abuse

While a clear focus of peer on peer abuse is often around youth produced sexual imagery, and sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the *Anti-Bullying* and *Behaviour Policies* will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

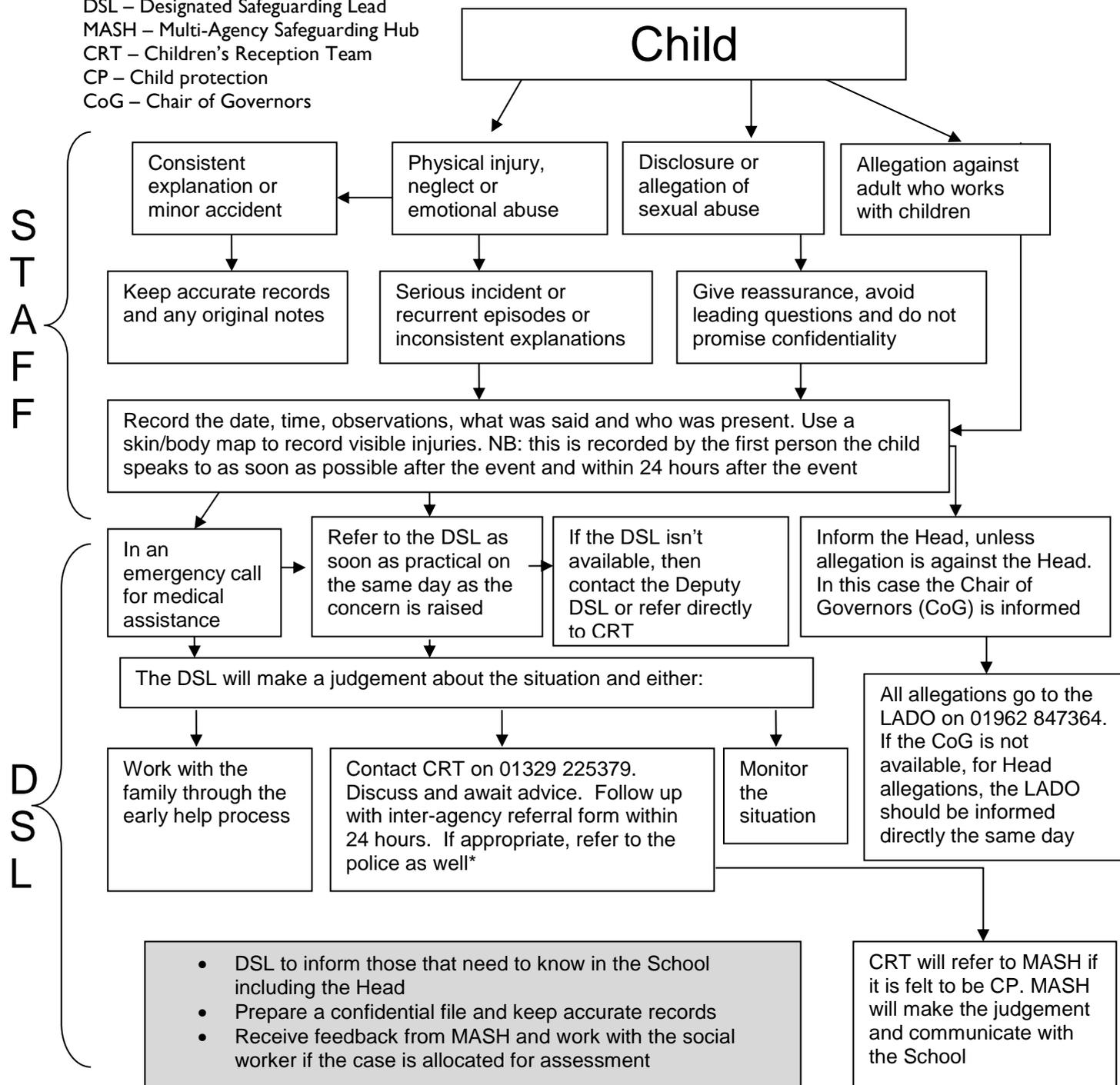
KCSiE (DfE 2018)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

Sexting in schools and colleges: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2016)

ANNEX 4: Flowchart for Child Protection Procedures

DSL – Designated Safeguarding Lead
 MASH – Multi-Agency Safeguarding Hub
 CRT – Children’s Reception Team
 CP – Child protection
 CoG – Chair of Governors



* In the cases of known FGM, the teacher who was made aware will also make contact with the police, as well as alerting the DSL.

ANNEX 5: Dealing with Disclosures

Staff responsibilities:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or Children's Social Care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, eg they are the only adult on the School premises at the time and have concerns about sending a child home.

Guiding principles - the seven Rs

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Allow the pupil to talk freely, accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable.
- Do not make promises you may not be able to keep eg 'I'll stay with you' or 'everything will be all right now' or 'I'll keep this confidential'. However, the pupil can be told that only those who need to know will be told and that their privacy will be respected.
- Do reassure, eg you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, ie 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about her/him, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the DSL as soon as possible.
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact Children's Social Care directly.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Give your original notes, as well as your official write-up, to the DSL so they can be kept in the child's safeguarding file.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available.
- Whilst you cannot promise a pupil to keep a disclosure or concern confidential, complete confidentiality within the staff body is essential. Share your knowledge only with the DSL, and other appropriate professional colleagues if advised to do so by the DSL or Head.
- Ask the DSL, your Head of Department or Head of Year for some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Safeguarding Governor and/or may ultimately contact Children's Social Care.

Receiving a disclosure can be upsetting for the member of staff and the School will provide support for them after the disclosure as appropriate. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional support such as counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

ANNEX 6: Recording Form for staff

Child's name:			
Date and time:		DoB:	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? Use child's words)

Passed to DSL on (date) at (time)

Signed: Staff Name:

ANNEX 7: Recording Form for the DSL/Deputy DSL

Child's name:			
Date and time:		DoB:	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? Use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Signed:

ANNEX 8: Skin/body map

Name of child: _____

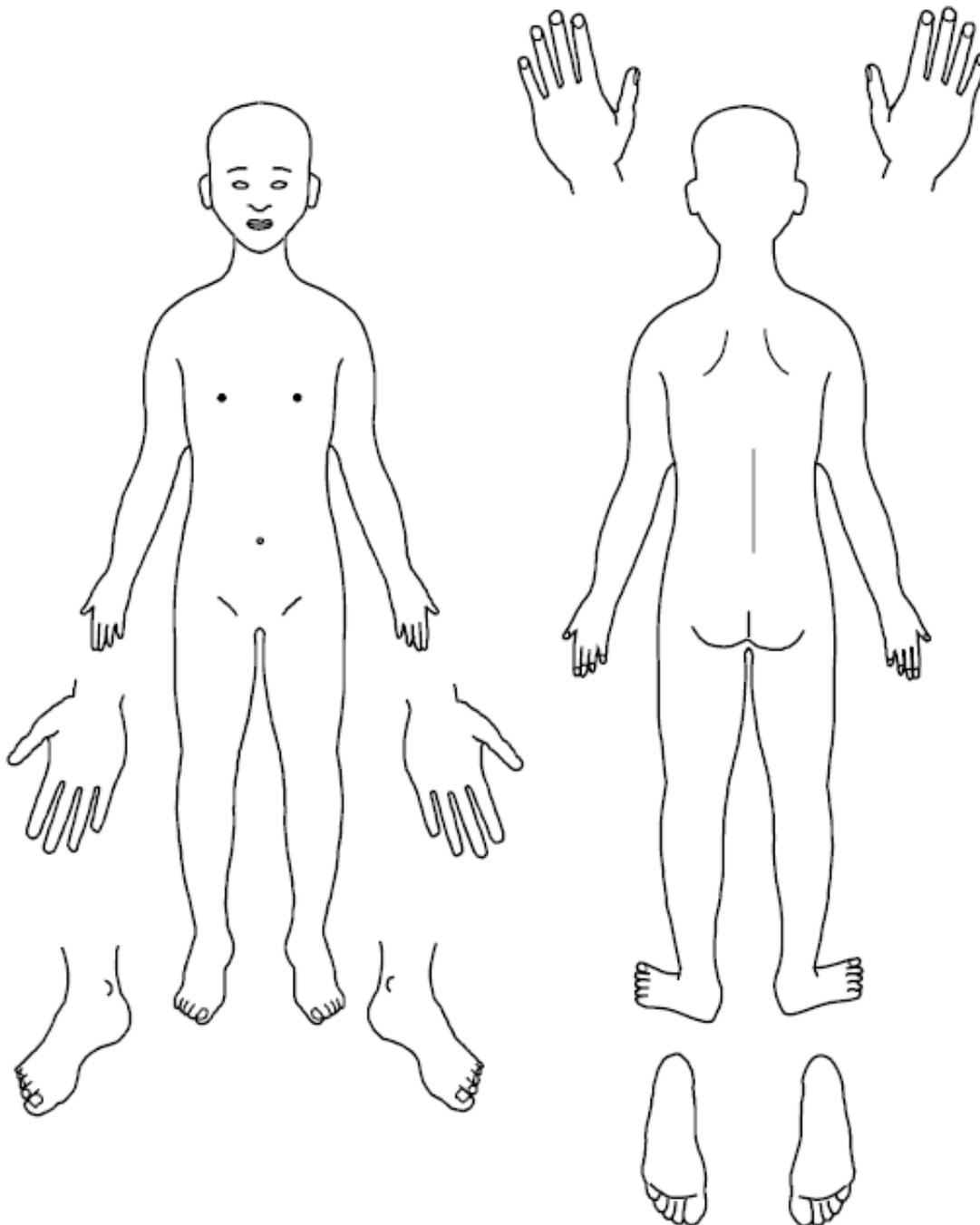
Date of birth: _____

Name of completer: _____

Date of recording: _____

Things to remember:

- Use a black pen to indicate and locate any evidence of physical abuse
- Label the skin map in as much detail as possible, eg size and colour of marks/bruises
- Do not take photos of the marks/bruises





Any additional information:

ANNEX 9: Allegations against adults who work with children

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children 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**
- **Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.**

In dealing with allegations or concerns against an adult, staff must take the following course of action:

- Report any concerns about the conduct of any member of staff or volunteer to the Head as soon as possible.
- If an allegation is made against the Head, the concerns need to be raised with the Chair of Governors as soon as possible, without the Head being informed at this point. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Head or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Head or Chair of Governors they will contact the LADO on 01962 876364 or child.protection@hants.gov.uk as soon as possible, and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the child's parents of the allegation unless there is a good reason not to.
- The Case Manager (the Head or Chair of Governors) will follow procedures set out in the School's *Safeguarding Action Plan Following an Allegation Against a Member of Staff* document.

In liaison with the LADO, the School will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the School to follow procedures set out in Part 4 of *Keeping Children Safe in Education (2018)* and HSCB procedures.

ANNEX 10: Useful contacts

Internal – key school contacts

Key Personnel	Name/contact
DSL	Pippa Sexton - Ext 212
Deputy DSL	Craig McCready - Ext 206
'Prevent' Lead	Pippa Sexton - Ext 212
Designated Teacher for Looked After Children	Pippa Sexton - Ext 212
FGM Lead	Pippa Sexton – Ext 212
Nominated Safeguarding Governor	Cathryn Chadwick - Contact details available from Head's PA (Ext 208)
Chair of Governors	Claire Hamilton - Contact details available from Head's PA (Ext 208)
Head	Alexandra Neil - Ext 207

External – key contacts

Hampshire Children's Reception Team (CRT)	01329 225379 csprofessional@hants.gov.uk
Hampshire Out of Hours Social Care	0300 555 1373
Police	101 or in emergencies 999
Safeguarding advisors / Local Authority Designated Officers (LADOs)	Fiona Armfield, Mark Blackwell & Barbara Piddington HCC Safeguarding Unit - 01962 876364
School Nurse	Lucinda Forster-Knight/ Nicola Condren - Ext 219
Hampshire Children's Services Department, District Service Manager	Sarah Marston – contact via Professionals Line (0300 555 1381)

Surrey Multi-Agency Safeguarding Hub (MASH)	Surrey Contact Centre - 0300 470 9100 csmash@surreycc.gov.uk Out of hours emergency duty team - 01483 517898
Bracknell Forest (Berkshire) Multi-Agency Safeguarding Hub (MASH)	01344 352005 MASH@bracknell-forest.gov.uk Out of hours emergency duty team – 01344 786543
NSPCC Child Protection Line	0808 800 5000
Childline	0800 1111
Support & advice about extremism	DfE's dedicated helpline - 020 7340 7264 counter.extremism@education.gsi.gov.uk
Support & advice about forced marriage	Forced Marriage Unit - 020 7008 0151 fmu@fco.gov.uk
NSPCC whistleblowing advice line	0800 028 0285 (8.00 am – 8.00 pm Mon – Fri) help@nspcc.org.uk Weston House, 42 Curtain Road, London, EC2A 3NH
Disclosure & Barring Service	01325 953795 dbsdispatch@dbs.gsi.gov.uk PO Box 181, Darlington, DLI 9FA
Teaching Regulation Agency (TRA)	0207 593 5393 Misconduct.teacher@education.gov.uk 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH