

SAFEGUARDING POLICY

Key staff:

Designated Senior Lead: Khadija Khan
 Deputy Designated Senior Leads: Aameena Mohammed, Rubaka Begum
 Single Point of Contact on Prevent Concerns: Kamal Uddin Khan
 Key Adult Operation Encompass: Aameena Mohammed

Key external contacts:

Local Authority Designated Officer (LADO):	Colette Morris Mobile: 07583101863 Tel: 0161 770 8870 Email: colette.morris@oldham.gov.uk
Multi Agency Safeguarding Hub:	Tel: 0161 770 7777
Police (Child Protection):	Tel: 0161 856 8962
Oldham Safeguarding Partnership website:	https://www.olscb.org/
Children's Assessment Team:	Tel: 0161 770 3790 / 3791
Forced Marriage Unit:	Tel: 020 7008 0151

INTRODUCTION

Westwood High believes that the safety and welfare of learners is an integral part of the ethos of the school. In that, the school aims to create an atmosphere in which learners feel secure, where their view points are valued and where they are encouraged to talk and are heard.

The school will follow the procedures laid down by the Safeguarding Partners and will collaborate with other agencies to protect learners in our care, particularly those who have been identified as being at risk of abuse.

All parents/carers will be able to access the policy on the school's website. A paper copy of the document can be obtained upon request.

PURPOSE AND AIMS OF THE SAFEGUARDING POLICY

This policy seeks to achieve an environment where all procedures contribute towards the safeguarding and promotion of the welfare of all learners at Westwood High.

It seeks to:

- Emphasise the responsibility of the school including the leadership team, teaching and non-teaching staff and Board of Governors to safeguard and promote the welfare of all learners at Westwood High
- Detail the school's safer recruitment procedures
- Outline safe working practice which is to be adhered to by all staff and visitors who will be working with young people
- Communicate clear procedures for identifying, reporting and recording suspected cases of abuse, extremism and radicalisation

The school has systems in place which are designed to:

- identify pupils who are suffering or likely to suffer significant harm¹ and take appropriate action with the aim of making sure they are kept safe both at home and at school;
- identify pupils who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention, challenge extreme ideologies and divert young people from the risk they face before illegality occurs;
- contribute to effective partnership working between all those involved with providing services for pupils.
- prevent unsuitable people working with, or coming into contact with pupils within school;
- promote safe practice and challenge poor or unsafe practice

As the school has charitable status, the school will follow the Charity Commission guidance on charity and trustee duties to safeguard children.

WHOLE SCHOOL AND COLLEGE APPROACH TO SAFEGUARDING

At Westwood High, we will adopt a whole school approach to safeguarding. Our Governing body and proprietor will ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, our governing body, proprietor and our school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. System will be in place and will be well

¹ Significant harm can be defined as 'the ill-treatment or impairment of health and development of a child or young person' where:

- development includes 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.

promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

ROLE OF THE BOARD OF GOVERNORS

Governors are expected to:

- ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction
- ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- ensure that the school's Safeguarding policy is efficient in safeguarding and promoting the welfare of all learners and reflects the whole school approach to child-on-child abuse
- ensure that the school's policies and procedures refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
- monitor the school's compliance with the Safeguarding Policy
- ensure that Westwood High operates safer recruitment procedures and that appropriate checks are carried out on all staff and volunteers
- ensure that the school is clear about the procedures for dealing with allegations of abuse against members of staff and volunteers that comply with local agreed guidance
- ensure that a member of the Senior Leadership Team is designated with lead responsibility for dealing with child protection and safeguarding issues
- ensure that the Designated Senior Lead and assistant receive training every two years
- ensure that issues related to safeguarding is part of the curriculum
- ensure that all the school's staff receive training on child protection and safeguarding every three years
- review the Safeguarding Policy annually to ensure it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and is available publicly either via the school website or by other means.
- take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.
- ensures that the school hold more than one emergency contact number for each pupil or student.
- ensure children are taught about Fundamental British Values, RSE, Safeguarding including online safety. Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. Whilst considering training requirements, the governors will have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

ROLE OF DESIGNATED SENIOR LEAD

The Designated Lead for Safeguarding (DSL) is: Kamal Uddin Khan

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety). All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Senior Lead for Safeguarding and Child Protection. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and will be the most appropriate person to advise on the response to safeguarding concerns.

Manage referrals

The DSL will:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required. The DSL will refer to "when to call the police guidance" from the NPCC.

Work with others

The DSL will:

- act as a point of contact with the three safeguarding partners;
- liaise with the principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training is to be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (via e-bulletins, meeting other Designated Safeguarding Leads, and taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. ;
- obtain access to resources and attend any relevant or refresher training courses; and
- 87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The DSL will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the

procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- ensure that the curriculum offers opportunities for raising students' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness and internet safety. Also, to include child protection issues within Relationship and Sex Education (taught in Science and PSHE)
- ensure the school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE and reinforced throughout the whole curriculum. This programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- ensure that the school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
- support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to the child protection file, if appropriate, the Designated Safeguarding Lead will share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Availability

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The school and DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

ROLE OF STAFF

All staff have a responsibility

- to provide a safe environment in which to learn
- to identify children who may benefit from early help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.

All staff are expected to:

- read at least part one of the DfE guidance document 'Keeping Children Safe in Education' 2022;
- be aware of systems within the School which support safeguarding (e.g. Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated Safeguarding Lead) and how to report safeguarding concerns;
- be aware of the early help process and understand their role in it, including liaising with the Designated Safeguarding Lead, sharing information and in some cases acting as the lead professional. The following indicators help staff recognise the potential need for early help:
 - the child is showing signs of being drawn in to anti-social or criminal behaviour, including
 - gang involvement and association with organised crime groups;
 - the child is at risk of modern slavery, trafficking or exploitation;
 - the child is showing early signs of abuse and/or neglect;
 - the child is at risk of being radicalised or exploited;
 - the child is a privately fostered child (Keeping Children Safe in Education, DfE, 2022))
- be aware of the process for making referrals to Children's Social Care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments;
- be familiar with, and implement, safe working practices outlined in this policy (Appendix 3) and other school procedures;
- be familiar with and alert to the key indicators of abuse, neglect and vulnerability to radicalisation;
- ensure that they take all reasonable steps to minimise the risk of harm to learners
- deliver lessons that deal with issues related to safeguarding
- Support a culture where learners feel free to report concerns
- ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home;
- ensure they take all reasonable steps to challenge extremist ideologies;
- contribute to a supportive culture where young people are able to report concerns;
- involve the appropriate member(s) of staff when a child informs them that he/she is being abused (Keeping Children Safe in Education, DfE, 2022);
- report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Safeguarding Lead(s) immediately and, where required, support social workers to take decisions about individual children;

- report any concerns regarding the behaviour of an adult working at the School to the Principal; and if the concern is regarding the Principal, then report this to the Chief Executive of the Trust;
- undertake annual safeguarding and child protection and Prevent training;
- promote fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs;
- liaise with the Designated Safeguarding Lead to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18,
- discuss any concerns with the Designated Safeguarding Lead relating to possible indicators that a child may be vulnerable to Female Genital Mutilation;
- be aware that safeguarding issues can manifest themselves via child-on-child abuse . This is most likely to include, but may not be limited to:
 - bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery);
 - initiation/hazing type violence and rituals.
- be clear as to the School's policy and procedures with regards to peer on child-on-child abuse (Keeping Children Safe in Education, DfE, 2022).
- should be able to 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, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child
- be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not
- should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- will receive appropriate safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or

are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

SAFER RECRUITMENT

During the recruitment and vetting of new staff, Governors and senior leaders will:

- Ensure that all posts are advertised in a manner that informs prospective applicants of the school's commitment to safeguarding and the requirement for an enhanced DBS disclosure
- Ensure that an application form is used and that CVs are not accepted
- Prepare and provide a job description and person specification when posts are advertised
- Check the application form so that it has a full employment history with no gaps
- Ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
- Ensure that short-listing is undertaken with reference to the person specification for the post
- In addition, as part of the shortlisting process the school will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.
- Seek two written references directly from referees ideally before interview
- Explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process
- Use original documents to confirm qualifications, identity and address of the successful candidate
- Ensure that any appointment is conditional upon:
 - Receipt of two successful references
 - Verification of identity. It is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. The school will check the name on their birth certificate, where this is available.
 - Ensuring medical fitness
 - Clearance of satisfactory enhanced DBS disclosure which will include barred list information, for those who will be engaging in regulated activity
 - Candidate's name is not on the prohibition from working with children list
 - Candidate's name not being on the Child Barring List
 - Verification of professional status if a teacher or Principal
 - Verification that a candidate for a role in the management of the school (management position, trustee and governor) is not subject to a section 128 direction made by the Secretary of State

- Verification that a candidate has not been subject to any restrictions imposed by regulators of the teaching profession in other EEA member states
- verification that that the individual is disqualified under the Childcare (Disqualification) Regulations 2009 (where applicable)
- Verification of qualifications
- Verification of the Applicant's right to work in the UK
- Checks of people living abroad

It is also vital to ensure that the checking of each of these aspects prior to appointment is evidenced through a single central record, as outlined by 'Safeguarding Children and Safer Recruitment in Education' (DfE).

For volunteers, the school will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing this, the school will consider:

- the nature of the work with children.
- what the school already knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check.

Details of the risk assessment will be recorded.

To help determine the appropriate level of supervision the school will give regard to the statutory guidance. This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity
- regular and day to day
- reasonable in all circumstances to ensure the protection of children (Keeping Children Safe in Education, DfE 2022).

Where the School has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, the School will carry out all relevant checks as if the person were a new member of staff.

The School will comply with its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals will be made as soon as possible after the resignation or removal of the individual.

Where the School dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left

first, the School will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

DISQUALIFICATION UNDER THE CHILDCARE ACT 2006

All 'relevant' staff working in a 'relevant setting' must be checked via the Staff Suitability Declaration form, in accordance with the requirements of the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006.

The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

- Early years' provision – staff who provide care for a child up to and including reception age, both during and outside of school hours;
- Later years provision (for children up to 8) – staff who are employed to work in childcare provided by the school outside of school hours, including breakfast clubs and after school provision;
- Staff who are directly concerned in the management of early or later years' provision – this will include the Principal, and may also include other members of the senior leadership team, any manager, supervisor, leader or volunteer responsible for the day-to-day management of the provision;
- Volunteers and casual workers concerned in any of the above.

The following categories of staff in nursery, primary or secondary school settings are NOT covered by the Childcare (Disqualification) Regulations 2009:

- Staff who only provide education, childcare or supervised activity during school hours to children above reception age (including extended school hours for activities such as school choir or sports teams);
- Staff who only provide childcare or supervised activities out of school hours for children who are aged 8 or over;
- Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare;
- Most staff who are only occasionally deployed and are not regularly required to work in relevant childcare;
- Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists;
- School governors and proprietors are not covered as an outright role.

'Staff' includes individuals employed by Westwood High, those undertaking training in an Establishment (both salaried and unsalaried), casual workers and volunteers. Relevant staff will be issued with a Declaration Form and checked at the point of conditional job offer for new staff. This form and its contents should be corroborated against the DBS certificate once received.

A record of all checks must be entered on the Single Central Record and disclosure forms held on staff personnel files.

Where a declaration is made, advice will be sought immediately from the Department for Education (mailto:mailbox.disqualification@education.gsi.gov.uk) or Ofsted (mailto:disqualification@ofsted.gov.uk) if required.

Questions should not be asked of existing staff or new starters questions regarding 'Disqualification by Association' i.e. whether someone living or working in their household has cautions or convictions. Any information relating to a caution or conviction of somebody living or working in a staff member's household should be destroyed as it is unlawful to retain it.

VISITORS

On arrival to the school, visitors will be asked for visitor ID. In order to help staff identify individuals who are able to work with children unsupervised, the school has a colour coded lanyard system. All staff wear Purple Lanyards. Visitors, such as professionals who have been DBS checked, wear a Yellow Lanyard. Red Lanyards are worn by visitors who have not had the appropriate safeguarding checks carried out on them and therefore need to be accompanied by a member of staff during their time visiting us.

Visitors will also be given the Safeguarding Information Sheet, which outlines the school's core safeguarding measures (see Appendix 1).

INDUCTION

All new staff will be fully inducted so that they are able to contribute towards safeguarding and promoting the welfare of young people. This includes ensuring new staff are:

- Aware of the school's policies and procedures for promoting the wellbeing of young people (including online safety);
- Provided with adequate training on safeguarding issues and policy (including the child protection policy, the school's response to children who go missing from education, the behaviour policy, the staff code of conduct including low-level concerns, allegations against staff and whistleblowing
- Introduced to the Designated Senior Leads and deputies who have responsibility for safeguarding and made aware of their roles
- Made aware of the early help process
- Made aware of the process for making referrals.

On Induction, all staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2022. All staff will sign to confirm they have received these documents and will work within them (see Appendix 2).

CONFIDENTIALITY

All staff are expected to:

- Ensure that information that is shared with them about learners is treated in a discreet and confidential manner
- Seek advice from the Designated Lead or a member of the senior leadership team if they are in any doubt about sharing information they hold or which has been requested of them
- Be cautious about passing information to others about a learner
- Know the procedures for handling allegations against staff and to whom concerns or allegations should be reported
- Identify members of staff with delegated safeguarding responsibilities in school and be familiar with local safeguarding arrangements

PROPRIETY AND BEHAVIOUR

All staff are expected to refrain from:

- Behaving in a manner which could lead any reasonable person to question their suitability to work with young people
- Making inappropriate remarks towards or about learners
- Discussing personal relationships with or in the presence of learners
- Discussing a learner's personal relationships in inappropriate settings or contexts
- Making unprofessional personal comments which scapegoat, humiliate and demean a learner or comments that might be interpreted as such

DRESS AND APPEARANCE

All staff are expected to dress in a manner which:

- Promotes a positive and professional image
- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing or provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Is sensitive to the religious and cultural sentiments of learners

REWARDS AND GIFTS

All staff are expected to:

- Ensure that gifts received or given in situations which may be misunderstood are declared immediately
- Generally, only give gifts to individual learners as part of an agreed reward system
- Where giving gifts other than as above, ensure that these are of an insignificant value and given to all learners equally
- Ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff

INFATUATIONS

All staff are expected to:

- Report any indications (verbal, written or physical) that suggest a learner may be infatuated with a member of staff. This must be reported to a senior leader

SOCIAL CONTACT

All staff are expected to:

- Always request approval of any planned social contact with learners or parents/carers from a senior leader
- Inform a senior leader of any (unplanned) social contact they have with a learner which might cause concern
- Report and record all situations which they feel may compromise Westwood High or their own professional standing
- Refrain from sending personal communication to learners e.g. letters and cards unless agreed with a senior leader

COMMUNICATION USING TECHNOLOGY

All staff are expected to refrain from:

- Passing personal contact details to learners including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- Any communication with learners which may be construed as grooming
- Making any visual recordings of learners (still or moving) without the prior consent of a senior leader
- Using any personal equipment when communicating with learners
- For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with learners. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing

PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

All staff are expected to:

- Refrain from making any visual recordings of learners (still or moving) without the prior consent of a senior leader
- Ensure that the storage and distribution of such images are approved by senior leaders and care is taken to avoid illicit use of the images
- Ensure that all images are available for scrutiny in order to screen for acceptability
- Be able to justify images of young people in their possession
- Avoid making images in one-to-one situations
- Avoid taking images of learners using personal mobile phones

ONLINE RISKS

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

SAFEGUARDING IN ICT LESSONS

The following safeguards are in place to ensure safety during ICT lessons:

- Web filters have been installed to prevent access inappropriate sites while in school
- This software will prevent access to social networking sites, adult and gambling sites, and sites dedicated to terrorist or extremist material
- Anti-viral software has been installed on all PCs, laptops and the network and renewed as required
- Learner's use of the internet will be closely monitored to ensure effective safeguarding within and beyond the school
- All network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- All wireless access points will be secured using administrative passwords
- The School Curriculum addresses online safety with the aim to make learners responsible internet users: lessons on online safety and issues related to cyber bullying, grooming and safety use of social media

In using ICT (laptops and PCs), all staff are expected to:

- Communicate a clear and well-defined purpose to the use of the internet during the course of the lesson
- Monitor the use of ICT during the lesson to ensure effective safeguarding
- Report learners who access unauthorised or inappropriate sites immediately to the Designated Lead
- Be vigilant for signs of, and report instances of cyber-bullying

ONLINE ABUSE

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media;
- text messages and messaging apps;
- emails;
- online chats;
- online gaming;
- live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

SIGNS OF ONLINE ABUSE

A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media;
- seem distant, upset or angry after using the internet or texting;
- be secretive about who they're talking to and what they're doing online or on their mobile phone;
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Some of the signs of online abuse are similar to other abuse types:

- cyberbullying;
- grooming;
- sexual abuse;
- child sexual exploitation.

ACCESS TO INAPPROPRIATE IMAGES

All staff are expected to:

- Take extreme care to ensure that learners are not exposed to inappropriate or indecent images
- Ensure that they do not use school equipment to access any inappropriate or indecent images themselves
- In the event of indecent images being found on a computer, staff must report the incident to a senior leader as soon as possible

PHYSICAL CONTACT

All staff are expected to:

- Refrain from touching learners in a way which may be considered as indecent or for the gratification of the adult or the learner
- Avoid any gratuitous or unnecessary physical contact with learners. This includes horseplay, tickling or stroking the head etc
- Be prepared to explain actions and accept that all physical contact is open to scrutiny
- Always encourage learners, where possible, to complete self-care tasks independently
- Avoid using physical contact as a reward. This includes hugs and pats on back etc
- Ensure that physical contact is never secretive
- Ensure that physical contact does not represent a misuse of authority

BEHAVIOUR MANAGEMENT AND PHYSICAL RESTRAINT

All staff are expected to:

- Try to defuse situations before they escalate
- Ensure all rewards and sanctions are within the school's Behaviour Policy
- Ensure parents are informed of all sanctions
- Refrain from corporal punishment or use of force as a form of punishment
- Avoid the use of sarcasm or demeaning and insensitive comments towards learners

Staff may legitimately intervene physically with a learner to prevent them from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Where no other form of control is available and where it is necessary to intervene

However, all physical interventions must be appropriate in strength and balanced with the risk of not intervening. All physical interventions should be reported and documented.

ONE-TO-ONE SITUATIONS

All staff should:

- Avoid meeting with learners alone
- Ensure that there is visual access and/or an open door in one-to-one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Always report situations where a learner becomes distressed or angry to a senior leader

INTIMATE CARE

Some learners may require intimate care – this may include support with toileting or removing soiled/wet clothing. In supporting such learners, staff should:

- Adhere to a care plan agreed with parents/carers for all learners requiring intimate care
- Encourage learners to act as independently as possible
- Ensure that another member of staff is in close vicinity if intimate care is required
- Record any instances of intimate care, justifying the need for any variations from the care plan; and
- Share the need for intimate care with parents/carers, if irregular or unexpected

VISUAL ACCESS TO CLASSROOMS

- All staff are expected to ensure that there is always visual access and/or an open door to their classrooms
- Where staff feel the need to cover visual access to their door temporarily, they must be able to justify doing so on safeguarding grounds and must ensure that there is a second member of staff in the classroom at the time

IDENTIFYING AND REPORTING SUSPECTED ABUSE

Abuse may be physical, emotional, sexual or through neglect.

- **Physical abuse** involves any action that causes or may cause physical harm to a child. It includes fabricating the symptoms of, or deliberately causing ill health to a child
- **Emotional abuse** is the persistent ill-treatment of a child such as to cause harm to the emotional development of the child. It may include seeing or hearing the ill treatment of another person
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This includes involving children in the viewing of sexual activity
- **Neglect** is the persistent failure to meet a child's physical and/or emotional needs such that the child's health or development may be harmed

There are a number of ways in which concerns about possible abuse can be triggered. These include:

- Marks seen on a young person's body;
- A significant or sudden deterioration in a young person's behaviour;
- A disclosure made by a young person or about a young person; or
- General and growing concerns that do not subside over time

RECOGNISING EXTREMISM AND RADICALISATION

The following guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" and "Channel: Vulnerability Assessment Framework".

Engagement:

Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control other
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends' involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

Example indicators that an individual **is** engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)

- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology.

Intent to cause harm:

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a **readiness to use violence** and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives.

Example indicators that an individual has an **intention to use violence** or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

Capability to cause harm:

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

THE PREVENT DUTY

*The School's Single Point of Contact on Prevent Concerns (SPOC) is **Kamal Uddin Khan***

Schools are now subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

Risk assessments

We will routinely assess the risk of children being drawn into terrorism and ensure that we have the support in place to help learners who hold extremist views that are part of terrorist ideology. We will work with our partners and the Oldham Prevent Steering Group to develop a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Working in partnership

We will work closely with the Oldham Safeguarding Partnership and Oldham Prevent Steering Group to ensure that we have robust processes in place to prevent our young people from being radicalised and drawn into terrorism.

Staff Training

All our staff will undergo prevent awareness training to help them identify children at risk of being drawn into terrorism. Staff will also receive training on the counter narrative to enable them to challenge extremist ideas if the need arises.

Training will also equip staff to address any Prevent concerns relating to parents, staff or governors.

Online Safety

The school will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school will take a whole school approach to online safety which will empower the school to protect and educate pupils, students, and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The school will consider the following four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Concerns should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The school will also reinforce to parents the importance of children being safe online. The school will help parents understand what systems the school uses to filter and monitor online use. Parents will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear on who from the school (if anyone) their child is going to be interacting with online.

FILTERS AND MONITORING

The governors and the proprietor will do all that they can to reasonably limit children’s exposure to the above risks from the school’s or college’s IT system.

As part of this process, the governors and proprietor will ensure the school has appropriate filtering and monitoring systems in place and will regularly review their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governors and the proprietor will consider the age range of their children, the number of children, how often they access the IT systems and the proportionality of costs verses safeguarding risks.

There is currently a filter in place to block students from accessing inappropriate sites. The age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks will also be considered. Our continued risk assessments will ensure that we are routinely updating the web filtering systems to ensure that children are not accessing extremist material when accessing the internet in school. Where children are being asked to learn online at home, the school will follow the advice provided by the department to support schools and colleges do so safely

INFORMATION SECURITY AND MANAGEMENT ACCESS

The appropriate level of security protection procedures will be put in place, in order to safeguard their systems, staff and learners. A review of the effectiveness of these procedures will be completed periodically to keep up with evolving cyber-crime technologies.

REVIEWING ONLINE SAFETY

Technology, and risks and harms related to it evolve and changes rapidly. The school will carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. The school will use 360 safe website.

The school will also use, the UKCIS external visitors guidance which highlights a range of resources which can support educational settings to develop a whole school approach towards online safety.

CHANNEL

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. All staff should understand when it is appropriate to make a referral to the Channel programme. Staff complete channel awareness training upon induction.

PREVENTING RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to

intimidate the public and is made for the purpose of advancing a political, religious or ideological cause (KCSIE 2022)

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation from being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include a Prevent referral.

The school will follow the procedure for Prevent referrals which has been outlined in the Oldham's Prevent Safeguarding Policy (<https://www.olscb.org/professionals/policies/>).

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CHILD CRIMINAL EXPLOITATION (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

GUIDANCE ON SPECIFIC TYPES OF ABUSE

SO-CALLED HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and other such practices such as breast ironing.

Staff will be aware that abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. The school will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of so-called HBA regardless of motivation are abuse and will be handled and escalated as such.

If in any doubt, staff should speak to the Designated Safeguarding Lead immediately.

FABRICATED ILLNESS

Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they are perfectly healthy;
- exaggerates or lies about their child's symptoms;
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes;
- deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication or other substances.

FORCED MARRIAGE

A forced marriage is one that is carried out without the full consent and approval of both parties and duress is involved, including physical and psychological. It is different from an arranged marriage where both parties agree with the marriage. Forced marriage is against the law as it is a violation of a person's human rights and cannot be justified on religious or cultural grounds. For further information, read up on the Forced Marriage Act 2007.

All school staff need to be aware when reporting forced marriage that it is dealt with promptly. If the perpetrator becomes aware that the forced marriage is being investigated this can place the child at risk of being sent abroad immediately, disappearing and even murdered. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from social care/police. When reporting the school staff must report any siblings they are aware of within the household too, this includes males. Siblings may also be at potential risk.

Possible indicators that a pupil may be at risk of forced marriage include:

- a child may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- a child may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;
- sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- a child may present with a sudden decline in their performance, behaviour, engagement, aspirations or motivation;
- a child may discuss an upcoming family holiday that they are worried about;
- the child may have fears that they will be taken out of education and kept abroad;
- a decline in punctuality which may be the result of having to "negotiate" their way out of the house;
- a child may be withdrawn from school by those with parental responsibility, and not provided with suitable education at home;
- a child running away from home;
- no time allowed for extra-curricular activities;
- surveillance of the child by siblings or cousins;
- family history of older siblings leaving education early and marrying early;
- the child or other siblings within the family reported as missing;
- reports of Domestic Abuse, harassment or breaches of the peace at the family home;
- reports by the child of rape or kidnap;
- reports by the child of threats to kill, and attempts to kill or harm by the perpetrator

If you suspect that someone is being forced to get married, please inform the Safeguarding Officer immediately. If it is urgent you can also contact the Forced Marriage Unit on 020 7008 0151.

FEMALE GENITAL MUTILATION: MANDATORY REPORTING DUTY

Female genital mutilation (FGM) is the removal of all or part of the external female genitalia for cultural or other non-medical reasons. It is medically unnecessary, extremely painful and has serious health consequences, both when the mutilation is carried out and in later life. It is typically performed on girls aged 4-13 years old but has been performed on new born infants and young women before marriage or pregnancy. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is against the law. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Teachers must personally report to the police, cases where they discover that an act of FGM appears to have been carried out.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, if you suspect that anyone is a victim of FGM then contact the Safeguarding Officer immediately.

You can find more information on FGM by calling the Child Protection Helpline (advice for adults) on 0808 800 5000 or visiting www.fco.gov.uk/fgm.

Information on when and how to make a report can be found at 'Mandatory reporting of female genital mutilation procedural information' (updated December 2016).

CHILD ABUSE LINKED TO FAITH OR BELIEF

Faith abuse is the belief in concepts of witchcraft and spirit possession, demons or the devil acting through children.

In working to identify to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will

attempt to conceal them. There are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child's body showing signs or marks, such as bruises or burns, from physical abuse;
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child;
- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school;
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

All staff should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

UPSKIRTING

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose. Staff will be aware that any gender can be a victim.

A "specified purpose" is namely:

- obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- to humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the Designated Safeguarding Lead who will then decide on the next steps to take, which may include police involvement.

CHILD-ON-CHILD ABUSE

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This can happen both inside and outside of school or online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

The school has a zero-tolerance approach to abuse. It should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school will have:

- procedures to minimise the risk of child-on-child abuse;

- systems in place which are well promoted easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child-on-child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported;

Staff should be aware that is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

CHILD-ON-CHILD ABUSE: YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

There is no clear definition of sexting, however, the school adopts the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'.

Youth produced sexual imagery includes incidents where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

Youth produced sexual imagery does not include:

- the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;
- young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal:

- it is an offence to possess, distribute, show and make indecent images of children;
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law

In responding to an incident or disclosure regarding youth produced sexual imagery, the School will aim to establish:

- whether there is an immediate risk to a young person or young people;
- if a referral should be made to the police and/or children's social care;
- if it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;
- what further information is required to decide on the best response;
- whether the imagery has been shared widely and via what services and/or platforms - this may be unknown;
- whether immediate action should be taken to delete or remove images from devices or online services;
- any relevant facts about the young people involved which would influence risk assessment;
- if there is a need to contact another school, college, setting or individual;
- whether to contact parents or carers of the pupils involved - in most cases parents should be involved, unless informing the parent will put the young person at risk of harm.

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

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- what the School knows 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;
- the School has reason to believe a pupil or pupils are at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply, then the School may decide to respond to the incident without involving the police or children's social care (the School can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care will be made in cases when the Designated Safeguarding Lead and Principal are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and if appropriate local network of support. For example, if a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the School to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, will generally be referred to police and/or children's social care

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the Designated Safeguarding Lead will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks, the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?;
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?;
- Are there any adults involved in the sharing of imagery?;
- What is the impact on the pupils involved?;
- Do the pupils involved have additional vulnerabilities?;
- Does the young person understand consent?;
- Has the young person taken part in this kind of activity before?

Adults will not view youth produced imagery unless there is good and clear reason to. In making that decision, the School will need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, the School will:

- never copy, print or share the imagery; this is illegal;
- ensure viewing is undertaken by the Designated Safeguarding Lead or another member of the safeguarding team with delegated authority from the Principal;
- ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images;
- wherever possible, ensure viewing takes place on school premises, ideally in the Principal or a member of the Senior Leadership Team's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions

If a decision is made to inform the police and any devices need to be seized and passed to the police, then the device(s) will be confiscated, turned off and placed under lock and key until retrieved by the police.

If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search pupils' devices, search data on devices and delete youth produced sexual imagery. The School will not search devices and delete imagery unless there is good and clear reason to do so. The pupil should be asked to delete the imagery and confirm deletion.

In line with the school's general safeguarding procedures, all decisions and actions, including dates and times and reasoning will be logged.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Context

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. The school is aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Staff are also aware that some groups are potentially more at risk which could be children with SEND and from LGBTQ+ community.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Staff should be aware that further detailed information can be found on <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

WHAT IS SEXUAL VIOLENCE AND SEXUAL HARASSMENT?

Sexual violence

Staff are aware that children can, and sometimes do, abuse their peers. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

SEXUAL HARASSMENT

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (staff will consider when any of this crosses a line into sexual

violence – we will talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

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

How we will respond to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out on page 19 of this document. If staff are in any doubt about what to do, they should speak to the Designated Safeguarding Lead (or deputy).

There may be reports where the alleged sexual violence or sexual harassment involves pupils from the same school but is alleged to have taken place away from school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual school's duties to safeguard and promote the welfare of their pupils, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important. (Sexual violence and sexual harassment between children in schools and colleges, DfE, 2018)

IMMEDIATE RESPONSE TO A REPORT

Staff should be aware that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The school is aware that their initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Staff are aware that it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should

not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Staff will be trained on how to manage a report. This will include

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

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

RISK ASSESSMENT

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and should be kept under review. At all times, the school will actively consider the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Professional assessments will be used to inform the school's approach to support and protect their pupils and update their own risk assessment.

ACTION FOLLOWING A REPORT OF SEXUAL VIOLENCE AND/OR SEXUAL HARASSMENT

The school will be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be

given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

All staff will act in the best interests of the child. The school will follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

CHILDREN SHARING A CLASSROOM: INITIAL CONSIDERATIONS WHEN THE REPORT IS MADE

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) will be removed from any classes they share with the victim.

The school will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

The initial report will be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

OPTIONS TO MANAGE THE REPORT

Every report will be considered on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. The school will still take immediate action to safeguard their children, where required.

The school will consider these four likely scenarios to manage any reports.

It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

- In some cases, for example one-off incidents, the school may deal with it internally, through the behaviour policy and by providing pastoral support.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools will make a referral to local children's social care.
- At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- The school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. The designated safeguarding lead (or a deputy) will work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school will be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The designated safeguarding lead or a deputy will be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care.
- The designated safeguarding lead (and their deputies) will be clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point will be that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach. The school will follow the advice from NPCC When to call the police guidance:
(<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>)
- Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged

perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the school will support the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- The designated safeguarding lead (and their deputies) will be aware of their local arrangements. In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), the designated safeguarding lead (or a deputy) will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If the school has questions about the investigation, they will ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

CONSIDERING BAIL CONDITIONS

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.

The school will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.

The school will give particular to the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

Careful liaison with the police investigators should help to develop a balanced set of arrangements.

MANAGING ANY DELAYS IN THE CRIMINAL PROCESS

The school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment help inform any decision.

THE END OF THE CRIMINAL PROCESS

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children at the school, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school will be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. The school will ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Where cases are classified as “no further action” (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

UNSUBSTANTIATED, UNFOUNDED, FALSE OR MALICIOUS REPORTS

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the behaviour policy.

ONGOING RESPONSE

SAFEGUARDING AND SUPPORTING THE VICTIM

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

The school is aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

Support can include:

- Early help and children's social care as set out in Part one of this guidance.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own

website, which will have information about access, referrals and contact numbers.

- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. The school will ensure that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). The school should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. The school will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, however it acknowledges that there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school will ensure that is because the victim wants to, not because it makes it easier to manage the situation. If required, the school will provide a physical space for victims to withdraw.

The school will maintain arrangements to protect and support the victim for a long time if needed. The school will be prepared for this and should work with children's social care and other agencies as required.

The school will do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

The school will ensure that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

ONGOING CONSIDERATIONS: VICTIM AND ALLEGED PERPETRATOR(S) SHARING CLASSES

Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they will carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school.

Each report will be considered on a case-by-case basis and risk assessments will be updated as appropriate. The best interests of the child should come first. In all cases, the school will follow general safeguarding principles.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) will be removed from any classes they share with the victim. The school will also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). The school will ensure that they have close liaison with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. 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 cases, the school will record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools will record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

SAFEGUARDING AND SUPPORTING THE ALLEGED PERPETRATOR(S) AND CHILDREN AND YOUNG PEOPLE WHO HAVE DISPLAYED HARMFUL SEXUAL BEHAVIOUR

The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The school will also refer to: NSPCC Learning - Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework and other toolkits mentioned in KSIE 2022 paragraph 464.

School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

CHILDREN MISSING FROM EDUCATION

Children missing education during term time is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation, FGM, forced marriage or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will monitor unauthorised absences very closely, particularly on repeat occasions. Poor or irregular attendance will not be tolerated. We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more or leaves the school without a new school being named. The school will adhere to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admissions register at non-standard transition points.

Staff are regularly briefed and provided training on the signs and individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

ELECTIVE HOME EDUCATION (EHE)

The school will inform the LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school with the La and other key professionals will work together to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

FURTHER INFORMATION ON SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults' strategy
- private fostering
- preventing radicalisation
- PREVENT for schools
- sexting (CEOP)
- sexting in Schools and College
- teenage relationship abuse
- trafficking
- use of social media for online radicalisation

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

Concerns about a child's welfare will be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Children who need a social worker (Child in Need and Child Protection Plans)

The school is aware that some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The designated safeguarding lead will hold the information shared by the Local authorities regarding children who have a social worker. They will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

RECOGNISING CHILDREN WHO MAY BE VULNERABLE:

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

CARE LEAVERS

The school recognises that local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. This includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training.

The DSL will have details of the local authority Personal Advisor appointed to guide and support the care leaver and will liaise with them if there are any issues of concerns affecting the care leaver.

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school will consult the guidance set out by the Ministry of Justice to support such children. For more information, see: <https://helpwithchildarrangements.service.justice.gov.uk>

CHILDREN WITH FAMILY MEMBERS IN PRISON

Children with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. If a child has a parent sent to prison, the school will take information from NICCO to help support the child's mental and emotional well-being and to help mitigate negative consequences.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- 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.

To address these additional challenges, the school will consider extra pastoral support for children with SEN and disabilities.

If disciplinary measures such as restraint or isolation need to be put in place in response to incidents involving children with SEN and disabilities, the school will consider the risks carefully, given the additional vulnerability of the group. However, to safeguard a pupil and others, it may be necessary to use restraint.

The school will try to reduce the occurrence of risky behaviour and the need to use restraint by planning positive and proactive behaviour support (Keeping Children Safe in Education, DfE, 2022).

CHILDREN WHO ARE LOOKED AFTER

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, the school will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The school will also collate information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

The DSL will be appointed as a designated teacher who will work with local authorities to promote the educational achievement of registered pupils who are looked after (the DSL). On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have the responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher will also receive appropriate training and will have the relevant qualifications and experience (Keeping Children Safe In Education, DfE 2022).

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. In such a case, referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding

referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

For more information on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

OPERATION ENCOMPASS

Key Adults: Kamal Uddin Khan

If the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day. The school will thus have the relevant information about the child's circumstances and will ensure that support is given to the child according to their needs.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and deputy) will contact the Local Housing Authority to raise/progress concerns at the earliest opportunity. A referral will also be made the Oldham Safeguarding Partnership where a child has been harmed or is at risk of harm. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

The school also recognises that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home. In such cases, the Designated Safeguarding Lead (or deputy) will liaise with the Oldham Safeguarding Partnership and ensure appropriate referrals are made based on the child's circumstances.

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

As staff are well placed to observe children day-to-day, they will be able to identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff, however, will recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they must immediately report it to the Designated Safeguarding Lead.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR HEALTH ISSUES

The school is aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. The school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the SENDCO.

The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT)

The school recognises that a child or a young person being LGBT is not in itself, an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The school will reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If staff have a concern, they must immediately report it to the Designated Safeguarding Lead.

OTHER CONSIDERATIONS

In addition to the above, to ensure that all of our students receive appropriate protection, we will give special consideration to children who are:

- asylum seekers
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- living in temporary accommodation
- has returned home to their family from care
- a privately fostered child
- living a transient lifestyle
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality or vulnerable to being bullied, or engaging in bullying
- involved directly or indirectly in prostitution, child trafficking, modern slavery or exploitation
- speakers of another first language

- children that are subject to a Child Protection Plan or a Child in Need Plan
- children that may be vulnerable to messages of violence and extreme ideologies
- in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- misusing drugs or alcohol themselves

DEALING WITH SAFEGUARDING CONCERNS AND INCIDENTS

Responding to a disclosure

If a child reports that they are being abused and neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately, the pupil may think that they do not want to listen. If left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- allow them to speak freely; listening carefully and uncritically;
- endeavour to utilise a neutral translator if necessary;
- remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort and reassure the pupil that they are right to tell – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- consider their own body language and the messages it may send a child regarding the nature of the disclosure;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think;
- tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next - the pupil may agree to go to see the Designated Safeguarding Lead otherwise it is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed (if the pupil does agree to go and see the Designated Safeguarding Lead, the staff member should inform the

Designated Safeguarding Lead that the child will be coming to see them at some point).

Following the conversation, the staff member will report the disclosure as outlined in Section Responding to a concern that a child is at risk taking precaution to report to the Designated Safeguarding Lead even if the child has promised to do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

Responding to a concern that a child is at risk

There will be occasions when, in the absence of a disclosure, staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre or concerning, pupils might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way. M

Reporting safeguarding concerns

Recording procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.

All concerns, suspicions and disclosures should be recorded using the School's Safeguarding Concern Form (see Appendix 3). Blank copies of the Safeguarding Concern Form should be kept in the staffroom for all to access when necessary.

Staff should immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, 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 or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or a person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- any discovery that FGM appears to have taken place on a girl under 18 years;
- any expressions of extremist ideologies that suggest vulnerability to radicalisation.

Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a pupil, they should make a written account of such concerns using Part 1 of the Safeguarding Concern Form (and Part 3 if applicable). Where a disclosure has been made,

a written factual account record, using the child's own words, should be made using Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable).

When completing the Safeguarding Concern Form, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.

All recorded concerns should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24hrs. In some cases, it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.

Any records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the Safeguarding Concern Form. If the school are using an online reporting system, any written notes will be uploaded to the online database. A copy will also be kept in the child's Child Protection File.

Key points for staff to remember for taking action are:

- report the concern to the Designated Safeguarding Lead as soon as is possible, within 24hrs at the latest;
- in an emergency, take the action necessary to help and protect the child, for example, call 999;
- not to start their own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete the Safeguarding Concern Form;
- seek support if distressed.

Staff will follow the reporting procedures outlined in this policy. However, anybody can make a direct referral. They may make a direct referral to Oldham 'MASH' or contact the police or the NSPCC if:

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

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes in contact with children and their families has a role to play. All staff must consider, at all times, what is in the best interest of the child.

If you are in doubt, do not wait. Contact the Multi Agency Safeguarding Hub (MASH).

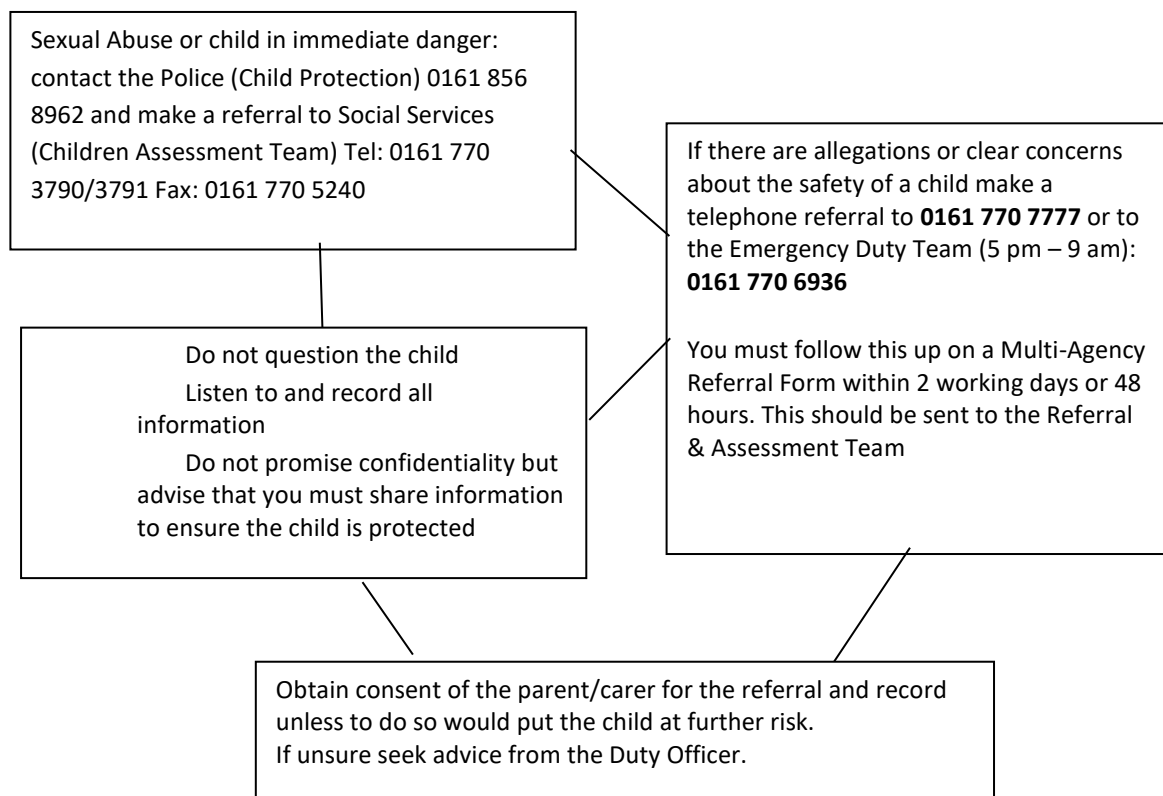
You can find more information on making a referral by following this link:

www.oldham.gov.uk/lscb/info/12/multi-agency_safeguarding_hub_mash

Responding to safeguarding concerns

In most cases, the designated lead will determine whether a referral is necessary. If the designated lead is concerned that the young person is at risk of abuse or has been abused, a referral will be made via Oldham MASH.

This is shown in the flow diagram below:

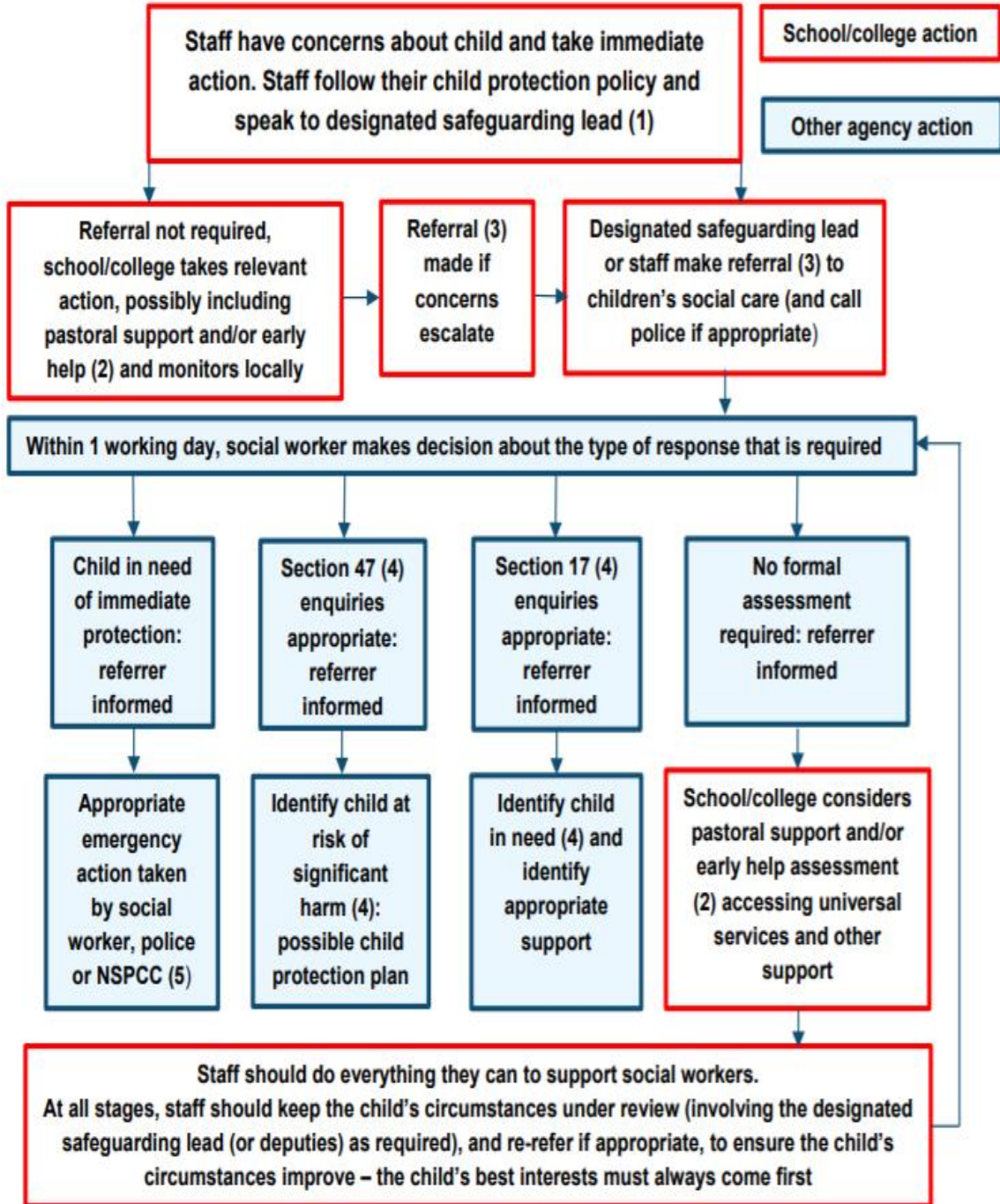


Oldham Local Authority Designated Officer	Colette Morris Tel: 0161 770 8870 Email: LSCBGroup@oldham.gov.uk
Multi Agency Safeguarding Hub	0161 770 7777

EARLY HELP

If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



(Keeping Children Safe in Education, Part 1, 2022)

RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Staff should discuss with the Designated Safeguarding Lead (or deputy) if in doubt about recording requirements.

A Child Protection File will be started for an individual child as soon as the School is aware of any child protection concerns about them. This may arise in a number of ways:

if a member of staff raises a concern about the welfare or well-being of a pupil (this should be recorded in writing

- if a child makes a disclosure
- if information is passed to the School by a previous school attended by the pupil;
- if the school is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.

The Child Protection File will have a front sheet on the file which records the child's full name, date of birth, address and information about family members.

Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.

If more than one file exists in relation to an individual child, this will be indicated on each file. Each file will be numbered and dated (e.g. January 2015, Vol. 1 of 3).

If information is removed from the file for any reason, a record (appendix 3) should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it. The Designated Safeguarding Lead will be notified of the removal of any information from a file.

The Child Protection File will contain:

- A Child Protection File front sheet (appendix 4)
- a detailed chronology, updated on a regular basis, at the front of the file (appendix 5);
- any concerns raised by staff;
- all safeguarding/concern reports, notes and correspondence referring to the child;
- copies of any referrals;
- any child protection information received from previous schools or other agencies;
- notes/minutes of any Child Protection Conferences etc;
- record of any instances where information has been removed from the file (appendix 6).

All Child Protection Files will be kept together in a secure place. The filing system will be accessed via the Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

RECORD TRANSFERS AND INFORMATION SHARING

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information can be shared without consent if not doing so would place a child at risk.

It is imperative that relevant child protection information is forwarded to the new/receiving establishment by the establishment that the subject child is departing and that this happens as quickly as possible. Such information sharing will occur between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

The new school/college will be provided with the ORIGINAL documentation.

When a file is to be transferred, a 'Record of Child Protection File Transfer' (appendix 7) will be completed and attached to the Child Protection File. Where feasible, the Designated Safeguarding Leads from former and receiving schools will arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided. Alternatively, telephone discussions will take place followed-up with appropriate summaries / chronologies and copies of key records.

Where a parent elects for Home Education, the child is from a traveller, migrant or Roman family, and/or where the receiving school's identity is not known, the Designated Safeguarding Lead will contact Children's Social Care for advice.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

ACCESS TO CHILD PROTECTION FILES

Then school will consider the safety and welfare of a child when making decisions whether to share confidential information. The school recognises that a child (s a general guide, a child of 12 or older is expected to be mature enough to make this kind of request independently or

provide permission, has the right to access their personal record (known as the right of subject access under the Data Protection Act) and parents (i.e. those with parental responsibility in law) may exercise the right of subject access on behalf of their child if they are unable to act on their own behalf or give their permission. All requests for a right of subject access under the Data Protection Act must be made in writing.

In certain circumstances the right of subject access may be denied; for example, where the information might cause harm to the physical or mental health of the pupil or another individual, or would be likely to prejudice an ongoing criminal investigation. In such situations, the school will take advice when a right of subject access under the Data Protection Act is received. There is a cost for the provision of the record.

Staff will seek advice from the Designated Safeguarding Lead when they have information they feel needs to be shared within the school or with an external agency such as the Police. The Designated Safeguarding Lead may consult the LADO.

In the vast majority of cases, the child and family's consent to sharing will be sought. If consent has been withheld, this will be recorded, including the reason given for withholding consent. Exceptions to the requirement to gain consent are that if seeking such consent could:

- increase the risk of harm to the child or someone else;
- undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult);
- interfere with any potential investigation.

Access to the information on file will be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family will be respected as far as possible, but the welfare of the child is paramount.

The names of any other children, other than the pupil who is the subject of the record, will be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf).

Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g. information should not be released to solicitors etc).

Where possible, consent from parents will be sought before a conversation takes place between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups). Any relevant child protection information coming to light will be carefully logged.

RETENTION OF CHILD PROTECTION FILES

Records will be kept (securely) until the subject's 25th birthday, after which they should be shredded (Records Management Society's Schools Retention Schedule).

According to the Data Protection Act, schools will maintain a list of records which have been destroyed and who authorised their destruction.

Members of staff will record:

- file reference (or other unique identifier);
- file title (or brief description);
- number of files (and date range);
- the name of the authorising officer;
- date action taken.

SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

The School will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (Designated Safeguarding Lead) who will keep all parties informed and be the central point of contact;
- nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in the School's whistleblowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies;
- making sure a neutral interpreter is available when English is not the child's first language.

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

The School will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation;
- the School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- the implementation of behaviour management policies;

- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- a commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

ALLEGATIONS AGAINST MEMBERS OF STAFF (PLEASE READ IN CONJUNCTION WITH ALLEGATIONS AGAINST STAFF POLICY)

If anyone makes an allegation that any member of staff (including any supply staff, volunteer or governor) may have:

- 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 would pose a risk of harm to children (including the promotion of extreme ideologies)
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

then this should be referred to the principal. Where there are concerns/allegations about the principal, this should be referred to the Chair of Governors.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns procedure outlined in the allegations against staff policy.

The Executive/Principal, rather than the Designated Safeguarding Lead, will handle such allegations as Case Manager. In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found on the following link: <https://www.olscb.org/professionals/referrals/>

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

In the event of an allegation being made, the School will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing

allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The School will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

If the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the school will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

ALLEGATIONS AGAINST SUPPLY TEACHERS

Allegations against supply staff will be dealt with properly. In no circumstance will the school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The school will take the lead in gathering information that is needed by the LADO. The school expects all agencies to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

As supply teachers are not employed by the school, they will be under the supervision, direction and control of the governing body or proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

The school will inform any agency it works with of its process for managing allegations and will keep them up to date with information about its policies. This includes meeting with the agency's human resource manager or equivalent.

PROCEDURE FOR A MISSING, PERSISTENTLY ABSENT AND LEAVING LEARNER

In the event of a learner absconding from school, the incident must be referred immediately to the Designated Senior Lead (DSL) or senior leader who should inform the learner's parents/carers immediately. Parents/carers should be consulted at this point if the police should be informed.

All attempts must be made to ascertain the emotional state of the learner before going missing and, if relevant, this information should be referred to all relevant authorities including the police and Local Safeguarding Children Board.

Should the learner return safely of his/her own accord, then all relevant authorities concerned should be informed.

In the event of a learner failing to attend school without a valid reason, the school will consider contacting the Local Authority. In the event of 10 school days of absence without a valid explanation, the DSL should be notified who must contact the Local Safeguarding Children Board and the Admissions and Attendance Team of the LA.

If a learner leaves Westwood High, the school will notify the Local Authority immediately. All reasonable steps should be taken to ascertain the name of the new school and these details should also be passed onto the LA.

PROCEDURE FOR SIGNIFICANT OR CONTAGIOUS ILLNESS

A learner who becomes seriously ill, or develops the symptoms of a contagious illness, should be placed in the medical room in isolation. Parents/carers should be contacted to ensure that the learner is taken home at the earliest possibility. It may be necessary to call an ambulance if the illness or its symptoms are found to be severe. If this is done, parents/carers should be contacted immediately.

SAFEGUARDING AND CHILD PROTECTION TRAINING

All staff are expected to participate in training on safeguarding on a regular basis. The school will provide training to all staff during their induction and existing staff will receive refresher training every year. This training should focus on safe working practices and identifying and reporting abuse and neglect. Staff will be briefed on safeguarding and child protection updates.

Designated leads will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.

Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by the Office for Security and Counter Terrorism. The training will provide staff with:

- an awareness and understanding of the Prevent agenda and their role within it;

- the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation;
- the confidence to use a common sense-based response.
- Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support

Governors and anyone involved in recruitment will undertake accredited safer recruitment training. This will enable them to participate in the recruitment of staff. Staff may wish to read more detailed guidance on other aspects of safeguarding from the Oldham Safeguarding Partnership website below: <https://www.olscb.org/professionals/>

RELATED SCHOOL POLICIES

The Safeguarding (Child Protection) Policy should be read in conjunction with the following policies:

- Anti-bullying
- Allegations against staff and low level concerns
- Behaviour
- Complaints
- Data Protection Policy

- Educational Visits
- Equal Opportunities
- First Aid
- Health and Safety Policy

- Mobile Phone Policy
- Relationship, Sex and Health Education Policy

- Recruitment Policy
- SEND Policy
- Staff Grievance and discipline
- Whistleblowing

CONCERNS ABOUT SAFEGUARDING PRACTICES

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Where staff or volunteers wish to raise concerns, they should be raised with the School's management team under the Whistleblowing Policy. Where a staff member feels unable to raise the issue with the School or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

IMPLEMENTATION, MONITORING AND EVALUATING THE SAFEGUARDING POLICY

The policy will be included in the staff handbook and given to all staff at the start of the academic year. Staff meetings will be used to disseminate specific items of the policy, clarify any queries and explain key responsibilities.

The policy will be reviewed annually by Governors and the Senior Leadership Team.

The Designated Safeguarding Lead will carry about a review of the policy by:

- Exploring the views of learners in the School Council
- Recording the feedback of staff during staff meetings
- Attending Designated Safeguarding Network meetings
- Taking into account up to date government guidance

Date approved by Board of Governors	Date of implementation	Date of next review
28 Aug 2022	Sep 2022	Sep 2023

Appendix I: Safeguarding advice for visitors

SAFEGUARDING ADVICE

FOR VISITORS

No child should suffer harm of any form, either at home or at school. **Everyone** who works or visits our school has a responsibility to make sure that all our children are safe. This information sheet has been given to you to make sure you understand what is expected of you as a visitor to our school. Please ask the person who gave it to you if you are unclear about anything in it.

If you are worried about the safety of any young person in our school, you must report this to one of the Designated Safeguarding Lead or deputies who undergo training to act in the best interests of children.

If you are worried about a child or young person out of this school contact the NSPCC free helpline service (0808 800 5000) to speak to an NSPCC counsellor, they are available 24 hours a day, 365 days a year.

Designated Safeguarding Lead:

Khadija Khan

Deputy Designated Safeguarding Leads:

Aameena Mohammed, Rubaka Begum

Governor with Safeguarding

Responsibility:

Salma Khatun

Single Point of Contact on Prevent

Concerns

Kamal Khan

Their names can be found on various posters around school.

On arrival to our school, you will be asked for visitor ID. Please do not be offended by this. It forms part of our safeguarding procedures.

In order to help our staff, identify individuals who are able to work with children unsupervised, we have a colour coded lanyard system. All staff wear **Purple Lanyards**. Visitors, such as professionals who have been DBS checked, wear a **Yellow Lanyard**. **Red Lanyards** are worn by visitors who have not had the appropriate safeguarding checks carried out

on them and therefore need to be accompanied by a member of staff during their time visiting us.

Westwood High has a Safeguarding Policy, a copy of which is available from the Reception Desk.

What should I do if I am worried about a child?

If you become concerned about a child you are working with because of:

- Comments made by a child
- Marks or bruising on a child
- Changes in the child's behaviour or demeanour

Please report these concerns to the named Designated Safeguarding Lead – Kamal Khan or deputy – Mohim Khan

What should I do if a child discloses that s/he is being harmed?

Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the child. Forms for the recording of information of

this nature are available from the staffroom and should be completed and returned to the Designated Lead (or deputies) to enable the matter to be dealt with in the appropriate way.

Please ensure you have signed and dated the record and leave your contact information with the school office. **Do not leave the form with anyone other than a named Designated Safeguarding Lead.**

What should I do if the alleged abuser is a member of the school staff?

You should report such allegations to the Principal.

What should I do if the alleged abuser is the Principal?

You should report such allegations to the deputy Designated Safeguarding Lead who will notify the Chair of Governors.

How do I ensure that my behaviour is always appropriate?

Appropriate relationships with children should be based on mutual trust and respect.

As a visitor you may find yourself working closely with children sometimes on a one-to-one basis.

Do not photograph our children unless requested to by the class teacher. If you are asked to do so it must be on a school device.

Prevent Duty

We also have a statutory duty to prevent children from extreme and violent views and to intervene to prevent vulnerable children and young people being drawn into terrorist-related activity.

If during your visit, you observe signs and behaviour that indicate such a vulnerability, please inform one of the Single Point of Contact as a matter of urgency.

Please help us to safeguard the children in our care by following the above guidelines.

Thank you for the time you have taken to read this information

Appendix 2: Annual safeguarding declaration
ANNUAL SAFEGUARDING DECLARATION

<i>Please read carefully and tick</i>			
1	I have received and read the School's Safeguarding Policy, including the appendices.		
2	I have received and read Part 1 of DfE guidance 'Keeping Children Safe in Education.' (DfE 2022).		
3	I have received and read the Westwood High Staff Code of Conduct and the School Behaviour Policy. I am familiar with the School's safeguarding response to children who go missing from education.		
4	I have completed the School's safeguarding training including PREVENT and Peer-on-peer abuse training.		
5	I understand the FGM mandatory reporting duty; to report known cases of FGM in under 18-year-olds to the police.		
6	I am aware of who the Designated Safeguarding Lead and deputies are and understand their role.		
7	I agree to adhere to the protocols set out in the School's Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education,' (DfE 2022)		
8	I understand that supplementary safeguarding guidance is available at www.gov.uk		
Print name:			
Signature		Date	

Note:

Westwood High takes its responsibility to safeguard children very seriously. If any concerns regarding conduct contrary to the Safeguarding Policy come to our attention, appropriate action will be taken.

Appendix 3: Safeguarding Concern Form
SAFEGUARDING CONCERN FORM - CONFIDENTIAL
PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of pupil:	
D.O.B.	
Class/Year	
What is the nature of your concern?	
<ul style="list-style-type: none"> - What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, radicalisation, other ... - Have you had any previous concerns about this pupil? If so, what, when, action? - <i>If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</i> 	
Are there any injuries of concern?	Yes/No
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	

Any action already taken

Signed

Name

Job title

Time/Date

If you have received a 'disclosure' from or about a child please complete Part 2 overleaf

PART 2: RECORD OF 'DISCLOSURE' FROM/ABOUT A CHILD

**it is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

Name of person to whom the 'disclosure' has been made	
Position/relationship with child	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	

WHO is said to be involved	
WHAT is said to have happened/be happening?	
WHERE is this said to have happened/be happening?	
WHEN is this said to have happened/be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is there pupil now?	
Continuation sheet added	YES/NO

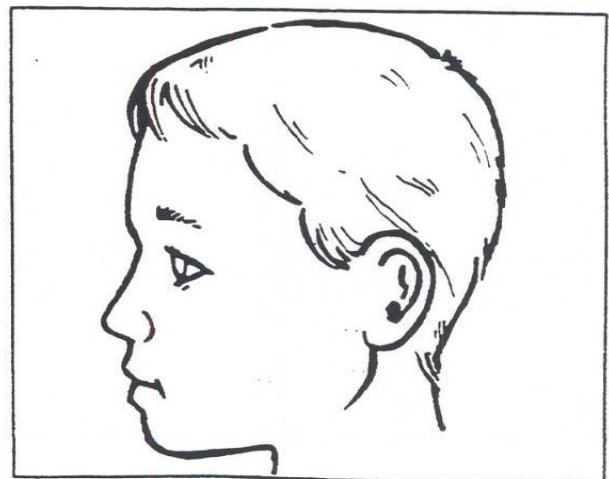
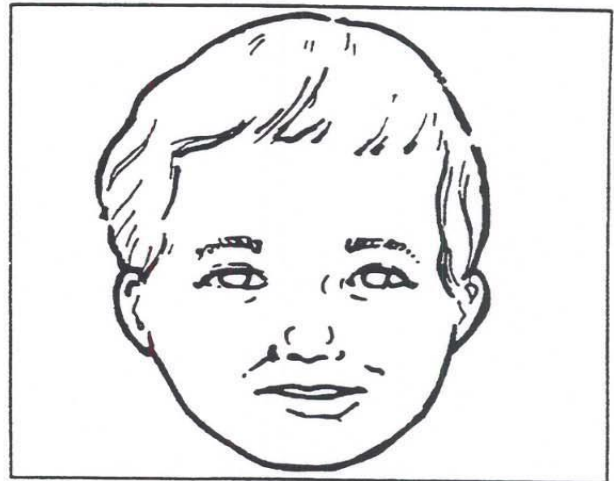
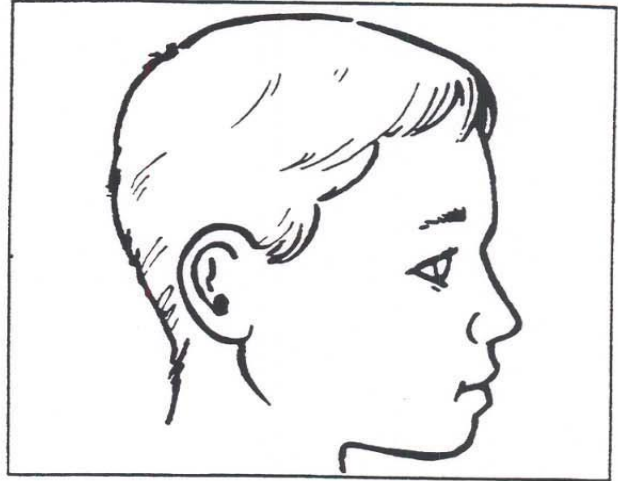
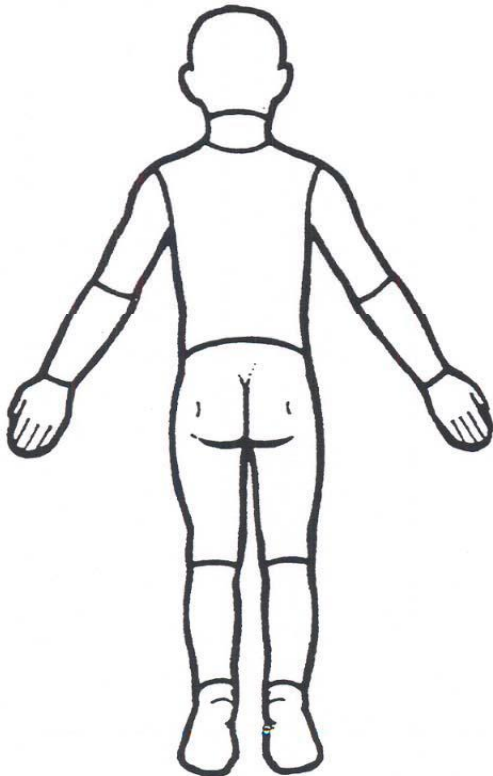
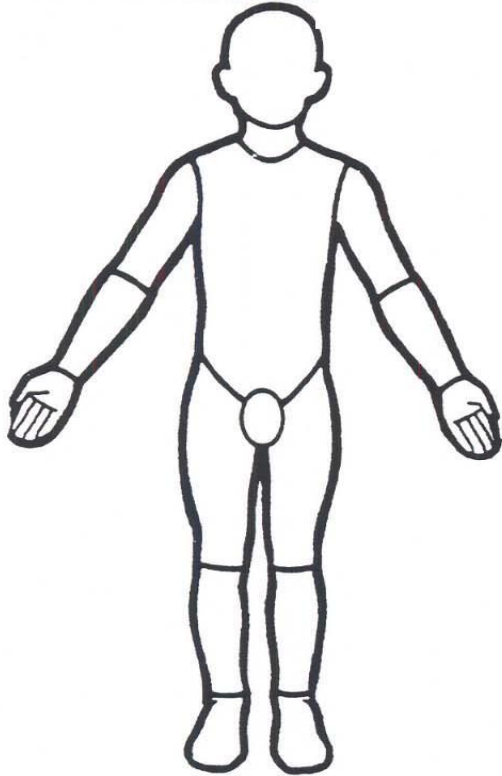
Note:

- *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.*
- *If you have used quotes, please ensure that they are accurate.*
- *Make a note of any open questions asked or minimal prompts used.*
- *Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.*

Signed	
Name	
Job title	
Time/Date	



PART 3: BODY MAP



Appendix 4: Child Protection File Sheet
CHILD PROTECTION FILE FRONT SHEET

Pupil name			
Date of birth			
Any other name by which child is known			
Home address		Current address (if different)	
Contact		Contact	
Family members i.e. parents/carers/siblings			
Name	Relationship	Address	School details (in the case of siblings)
Date file started			
Are records held in school related to other connected children:			
Current details of other professionals			
Name	Agency		Address

Appendix 5: Child protection file- Chronology of significant events
CHILD PROTECTION FILE CHRONOLOGY OF SIGNIFICANT EVENTS

Pupil Name					Date of birth		
Date of event	Date info received/replaced	Significant event	Source of information	Action taken, decisions reached and outcomes (include advice sought, dates, names, who information shared with and when etc)	Parents informed Y/S and reasons	Recorded by (full name and job title)	

Appendix 6: Child protection file: Removal of information record
CHILD PROTECTION FILE: REMOVAL OF INFORMATION RECORD

Pupil information	
Pupil name:	
Date of birth:	
Removal of information	
Date documents or complete file removed:	
Name and role of person removing documents or complete file:	
Signature of person removing documents or complete file:	
List of documents removed (or complete file):	
Reason for removal:	
Replacement of information	
Date documents or complete file replaced:	
Were all documents replaced?	Yes/No
If all documents are NOT replaced please record which documents have not yet been replaced, along with the location of such documents and reason for such documents not having been replaced:	
Name and role of person replacing documents or complete file:	
Signature of person replacing documents or complete file:	

Appendix 7: Record of child protection file transfer
RECORD OF CHILD PROTECTION FILE TRANSFER
PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of Child:	
Date of birth:	
Name of school sending CP File:	
Address of sending school:	
Date file sent:	
Name of Principal/Designated Safeguarding Lead:	
Method of delivery:	
Signature:	

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file:	
Address:	
Date received:	
Name of Principal/Designated Safeguarding Lead:	
Had the file been tampered within transit?	
Signature:	