St Swithun's School Winchester

Safeguarding and Child Protection Policy

This policy applies to St Swithun's School senior school, St Swithun's prep school and the Early Years Foundation Stage

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Policy History	
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Reviewed by:

Designated Safeguarding Lead(s)

Graham Yates / Kate Grosscurth

Date: August 2024

Headteacher

Jane Gandee

Date: September 2024

Nominated Governor

Dr S Bailey

Date: September 2024

1. Policy Statement

St. Swithun's School recognises its moral and statutory responsibility to safeguard and promote the welfare, health and safety of all students, including boarders and those in our EYFS setting. The school believes that safer children make more successful learners and that all our students have equal rights to protection.

The School Council is responsible for ensuring that mechanisms are in place to assist staff to understand and discharge their safeguarding responsibilities. This policy has been authorised by the School Council and applies to any adult working within the school (all Members of Council, members of staff and volunteers) and is available to parents on request and is published on the school website. This policy applies wherever staff or volunteers are working with students even where this is away from the school, for example at an activity centre or on an educational visit. All adults in the school community are responsible for safeguarding and promoting the welfare of children.

Safeguarding is an umbrella term which covers child protection (the specific protection of children from harm whether that is within or outside the home, including online) and promotion of their welfare.

We take our definition of safeguarding from Working Together to Safeguard Children (2023):

> 'Safeguarding and promoting the welfare of children is defined as:
>
> - Providing help and support to meet the needs of children as soon as problems emerge
> - protecting children from maltreatment, whether that is within or outside the home, including online;
> - preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
> - Promoting the upbringing of children with whether birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
> - taking action in the best interests of the child to ensure the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse, neglect and child on child abuse (for further information see Section 6 and Appendix A). All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.

The school recognises that, because of their day-to-day contact with students, staff are well placed to observe the outward signs of abuse, and reinforces that our approach must be that, "it could happen here". Abused children and 'children in need' are at greater risk of suffering from mental health problems in adult life so early intervention is critical. Intervention to protect children and promote their wellbeing does not just mean thinking about students who may be at risk of abuse, but also thinking about students who may need intervention as a 'child in need' e.g. a student suffering from mental health issues or with a disability. These responsibilities apply to all staff, members of the School Council and volunteers working in the school.

Principles

At St. Swithun's School we are committed to safeguarding and promoting the welfare of all children and young people attending the school and we expect everyone who works in our school to share this commitment. We recognise that children have a fundamental right to be protected from harm and that students cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that students' concerns will be listened to and acted upon. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account wider environmental factors in a child's life that may be a threat to their welfare or safety. This is known as ***contextual safeguarding*** and recognises that children can be 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 limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

Contextual safeguarding:

- Is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- Considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

Policy Aims

Our aim is to prevent children from being abused, and to safeguard and promote the welfare of students at this school.

The key aims are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To support each child's development in ways that will foster security, confidence and independence

- To establish and maintain an environment in which students feel secure, are encouraged to talk, and are listened to when they have a worry or concern, and to ensure that students know that there are adults in the school whom they can approach if they are worried
- To provide all St. Swithun's staff, (full time, part time, teaching, support, regular school visitors, Members of Council and volunteers) with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice
- To develop, implement and review procedures in our school that enable all staff, volunteers and members of Council to identify and report cases, or suspected cases, of abuse
- To provide a systematic means of monitoring children known or thought to be in need of early help or additional support, or who are suffering, or at risk of suffering, significant harm; and to emphasise the need for good levels of communication between all members of staff. Inaction should be challenged and concerns should always lead to appropriate help for the child
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of children who are identified as being in need of early help, or those who are suffering or likely to suffer abuse or neglect, and to foster an environment and culture where those procedures will be promptly invoked
- To ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children
- To ensure that staff feel able to raise concerns over any poor or unsafe practice or potential failures in the school's safeguarding regime and are confident that such concerns will be acted on appropriately.
- To ensure that there is a means by which staff may seek further redress should they not be confident that a safeguarding concern has not been acted on appropriately.
- To ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE) and Hampshire Safeguarding Children Partnership (HSCP).

Supporting Policies

This policy is one of a series in the school's integrated safeguarding portfolio. As such, it should be read in conjunction with the following policies/documents, which can all be found on the school portal here.

Staff handbook (including EYFS handbook)	Missing student policy
Behaviour, Rewards and Discipline policy	Children missing education policy
Anti-bullying policy	Staff IT terms and conditions
Whistleblowing policy	Student IT code of conduct
Recruitment policy and procedure	Social media policy
Staff code of conduct	Online safety policy
Part 1 and Annex B of the latest version of Keeping Children Safe in Education (KCSiE)	Prevent duty guidance: for England and Wales. HM Government

Policy Review

This policy will be reviewed annually, or before, if regulations or guidance changes, or following a review of the effectiveness of procedures and their implementation. An interim review may be taken based on an incident or new legislation or guidance, and the school undertakes to remedy without delay any deficiencies or weaknesses identified in the child protection arrangements. The School draws on the expertise of staff in shaping the School's safeguarding arrangements and policies.

Availability

This policy is available to parents, staff and students via the School website, in the Parents' Handbook and on the staff portal. On request a copy may be obtained from the School Office.

2. Key Personnel and Contacts

If you (a member staff, Member of Council or a volunteer, have immediate concerns and are unable to talk to the DSL or Deputy DSL you should contact Hampshire Children Services (0300 555 1384 / out of hours: 0300 555 1373).

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see Section 9b of the Child Protection policy)

Designated Safeguarding Leads (DSL)

Graham Yates (Senior School)
Email: yatesg@stswithuns.com
Tel: 01962 835706

Kate Grosscurth (Prep School - including EYFS)
Email:grosscurthk@stswithuns.com
Tel: 01962 835752

Deputy Designated Safeguarding Leads (DDSL)

Jonathan Brown (Senior School)
Email: brownj@stswithuns.com
Tel: 01962 835727

Alice Ludlow (Senior School)
Email: ludlowa@stswithuns.com
Tel: 01962 835830

Nikki Cahillane (Senior School)
Email: cahillanen@stswithuns.com
Tel: 01962 835700

Allison Greenfield (Prep School)
Email:greenfielda@stswithuns.com
Tel: 01962 835750

Heads

Ms Jane Gandee (Senior School)
Email: gandeej@stswithuns.com
Tel: 01962 835702

Mrs Liz Norris (Prep School)
Email: norrisl@stswithuns.com
Tel: 01962 835751

Chair of School Council

Mrs Alison McClure
Email: chairofcouncil@stswithuns.com

Nominated Member of Council for Safeguarding:

Dr S Bailey – via school office
Email: office@stswithuns.com
Tel: 01962 835700

Hampshire Social Services and other inter-agency contact details

The contact details which follow for a range of agencies. **Any member of staff can make contact with these agencies directly but should always follow up with a direct entry on CPOMS and contact with the DSL.**
If a member of staff, Member of Council or volunteer has a concern about the School's response to a safeguarding issue, they should raise it with the Head in the first instance. If they are still not satisfied they should contact The NSPCC Whistleblowing helpline, which is listed below.

Hampshire Children's Services:

Professionals should complete the online Inter Agency Referral form

Tel: Children's Services professionals Line on 01329 225379. This is for urgent Child Protection / Safeguarding enquiries. (Calls to this number will be automatically redirected to the Out of Hours Service outside of normal hours)
Email: csprofessional@hants.gov.uk

Address: Children's Services Dept. Hampshire CC, Elizabeth II Court East, The Castle, Winchester, SO23 8UG

Hampshire Children's Services - out of hours (between 5pm and 9.00am)

Tel: 0300 555 1373

Hampshire LADO (for allegations against an adult):
Fiona Armfield, Barbara Piddington and Shona McMinn
Tel: 01962 876364 (Team Number)
Email: child.protection@hants.gov.uk

Fiona Armfield - direct
Tel: 01962 832037/07540930259
Email: Fiona.armfield@hants.gov.uk

Office of the Children's Commissioner for England:

Tel: 020 7783 8330
Address: Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT.
Website: http://www.childrenscommissioner.gov.uk/

Hampshire Police:

Tel: 101 or 0845 045 4545 (call 999 in an emergency).

For concerns about students at risk of radicalisation/extremism:

Hampshire Prevent team
Email: prevent.engagement@hampshire.pnn.police.uk

DfE dedicated telephone helpline and mailbox: (non-emergency advice for staff and governors)
Tel: 020 7340 7264
Email: counter-extremism@education.gsi.gov.uk

Anti-terrorism hotline
Tel: 0800 789 321

See *Part 1 – High risk and emerging safeguarding issues* (page 68) for further information

NSPCC Whistleblowing helpline (for concerns that St. Swithun's School is not discharging its child protection duties effectively):

Tel: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday
Email: help@nspcc.org.uk
Address: Weston House, 42 Curtain Road, London, EC2A 3NH
Website: https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

Teaching Regulation Agency

Tel: 0370 000 2288
Email: misconduct.teacher@education.gov.uk
Address: Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT
Website: https://www.gov.uk/government/organisations/teaching-regulation-agency

3. Key Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of mental or physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have the best outcomes and to enter adulthood successfully.

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

Staff refers to all those working for or on behalf of St. Swithun's full time, part time and regular visiting staff, in either a paid or voluntary capacity.

Child refers to all young people under the age of 18

Student refers to all students on St. Swithun's roll, including those who remain on St. Swithun's roll after their 18th birthday.

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

Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

Children in Need are children supported by children's social care, who have safeguarding and welfare needs, including: children on child in need plans; children on child protection plans; looked after children; young carers and disabled children. All of these children have needs identified through a children's social care assessment or because of their disability, meaning they are expected to require services and support in order to have the same health and development opportunities as other children.

4. Roles and Responsibilities

a. The Role of the School Council:

- The School Council (Governing Body) holds ultimate responsibility for safeguarding and child protection.
- The Council recognises its responsibility for ensuring the adherence to the latest version of *Keeping Children Safe in Education* (KCSIE) in both policy and practice. This includes the drawing up of effective policies, the training of staff, timely implementation of policy and adherence to the law.
- The Council will conduct an annual review of policy and procedures and of the efficiency with which related duties have been discharged.
- The Council will appoint a lead Member of Council for safeguarding who will provide an additional level of scrutiny and oversight between annual reviews.
- The Council will take steps to remedy any deficiencies or weaknesses in child protection arrangements without delay
- The Council will ensure that the child protection policy includes processes, procedures and systems to minimise the risk of child-on-child abuse and to deal with it in a timely way when it does happen.
- The Council will ensure that **all** members of Council receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- The School Council should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The School Council should ensure that there are appropriate filters and monitoring systems in place for the use of technologies and regularly review their effectiveness.

b. The Role of the Designated Safeguarding Lead:

The DSL has the ultimate lead responsibility for child protection including on-line safety and, whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility cannot.

The main responsibilities of the DSL are:

Managing referrals:

- refer cases of suspected abuse to the local authority children's social care;
- 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 crime may have been committed to the Police as required.

Working with others:

- act as a source of support, advice and expertise for all staff
- liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- 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;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff, as appropriate
- Be aware of students who have a social worker
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- liaise with the children's services in cases where a need for early help is identified
- liaise with the local authority to ensure any in-place assessments, care plans, contact arrangements etc. are shared with the school
- ensure locally established procedures are followed including reporting and referral processes
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- To ensure we have details of the local authority person appointed to guide and support any 'care leavers', and liaise with them as necessary regarding any issues of concern affecting the care leaver
- Works with the Head of IT services to understand and evaluate the filtering and monitoring systems and processes in place

- To work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
    - knowing children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for them; and,
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills:

To undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training and refresh this every 3 years.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and 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;
- are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc;
- understand and support the school 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
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure every member of staff, Members of Council and volunteers knows the name of the DSLs, their role and their contact details;
- ensure all staff know they may make a referral directly to Hampshire Children Services when the DSL (or Head relating to the behaviour of an adult) is not immediately available. If a member of staff makes a referral directly, they should then update the DSL/Head as soon as possible;
- ensure all staff, Members of Council and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL;
- 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 (via the school website) 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
- In liaison with Hampshire Safeguarding Children Partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Information sharing and the management of Child Protection Files:

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, to also consider if it would be appropriate to 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.

To review all child protection files that are received and to ensure that relevant information is passed on as required, e.g., to SENCO.

Availability:

The designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Ideally this would be in person,

although, if circumstances dictate, it would also be acceptable to do this via email/phone/online call. Contact details for the DSL will be provided for holiday use (school email and mobile number).

The designated safeguarding lead will ensure that any weakness or deficiency in child protection is remedied without delay, reporting to the Head or School Council as required.

Understanding the views of children:

- The designated safeguarding lead will encourage all members of staff to listen to children and take into account their wishes and feeling

In addition the DSL for EYFS:

- will liaise with Hampshire Children Services Partnership and the LADO on EYFS specific matters. Will ensure that, in line with the staff code of conduct, all EYFS staff are aware that their mobile digital devices are to be kept locked away and are not to be used within the EYFS department. No photographs are to be taken using personally owned mobile digital devices or cameras, More details on this can be found in Section 14a.

c. The role of the Deputy Designated Safeguarding Leads (DDSL)

- To be trained to the same standard as the DSL and to carry out those functions necessary to ensure the on-going safety and protection of all students (day and boarding). In the event of the long-term absence of the DSL the DDSL will assume all of the functions above.

d. The role of the designated member of the School Council with oversight for safeguarding issues:

- The designated member of School Council ensures that the Child Protection and Safeguarding policy is reviewed annually by the School Council to ensure that it reflects local procedures. In this review, s/he will, as a minimum, check the following:
    - the DSL is a member of the Senior Leadership Team and has undertaken the required training in interagency working in line with Working Together to Safeguard Children 2023, in addition to basic child protection training.
    - How the children in the school may be taught about safeguarding, including online, through the curriculum and PSHE including reducing the risk from online radicalisation by building resilience in children using the school's IT curriculum.
    - The school has a Child Protection and Safeguarding Policy and procedures that are consistent with Hampshire Safeguarding Children Partnership (HSCP) requirements which is published on an unrestricted part of the school's website and available from the school office on request.
    - That the Child Protection and Safeguarding policy is updated annually
    - That the school has adequate procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head.
    - That safer recruitment procedures are being followed – including the requirement for appropriate checks to ensure that individuals or are not disqualified under the Childcare (Disqualifications) Regulations 2009, including barred by association due to others in their household.

- Ensure that there are procedures in place to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children.
- If a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Ensure that there is a procedure in place to make a referral to the Disclosure and Barring Service (DBS) and consider whether to make a referral to the Teaching Regulation Agency if the criteria are met (TRA) as required by Sections 141D and E of the Education Act 2002;
- That the school has a training programme that ensures all staff, including the Head, receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- That arrangements are in place to ensure that all temporary staff and volunteers are made aware of the school's procedures for child protection.
- That arrangements are in place for all new staff, full and part time, and all volunteers to be given appropriate safeguarding and child protection training (including online safety) as part of their induction process and in line with KCSIE requirements, as well as advice from Hampshire Safeguarding Children Partnership.
- That all staff have the skills, knowledge (about child's status, contact arrangements with parents, care arrangements and delegated authority to carers as well as information available to the DSL), and understanding to keep safe children who are looked after by the local authority
- That the school contributes to multi-agency working in line with statutory guidance.
- That students are taught about safeguarding, including online safety
- That the staff code of conduct includes acceptable use of technologies, staff/student relationships and communication including the use of social media.
- That there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- That the school has a whole school approach to online safety, with a clear policy on the use of mobile technology in school.
- That the school has appropriate IT filters and monitoring systems in place
- That the Child Protection policy includes all relevant aspects regarding child on child abuse as outlined in the most recent version of KCSIE.
- That the Child Protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.
- Ensure that staff have the skills, knowledge and understanding to keep looked after children safe
- That they have reviewed the filtering and monitoring standards and compliance by the school
- That there is appropriate challenge to the DSLs in relation to their understanding of the filtering and monitoring systems and processes in place.

e. The role of the Head (in each school):

- Ensure that the school's safeguarding policies and procedure are followed by all staff
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Ensure that students' safety and welfare is addressed through the curriculum

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and refer to the Teaching Regulation Agency (TRA);
- If any issue arises from the actions of a member of staff, the review of policy and procedure will be undertaken by the Head in consultation with the LADO.
- Through liaison with the registrars, notify Children's Services of any student who fails to attend school regularly, has been absent without the school's permission for a continuous period of 10 school days or more, or whose name is to be deleted from the school register when the next school is not known (only at a non-standard transition point)
- To keep records - objective, clear and accurate and based on evidence - of Child Protection (Safeguarding) allegations or concerns securely archived and ensuring confidentialities for 10 years in accordance with education (student information) (England) Regulations 2005.
  In cases of allegations made against staff (with the exception of malicious allegations) records must be kept until the member of staff's normal pensionable age or for a period of 10 years after the date of the allegation if that is longer
- Refer historical allegations of abuse to the police
- Ensure that 'compromise agreements' are never agreed in connection with Child Protection (Safeguarding) issues.
- The head of prep school is also responsible for informing the LADO, Independent School Inspectorate (ISI), the schools insurers, The Charity Commission and Ofsted - as soon as reasonably practicable, but at the latest within 14 days - of any allegations of serious harm or abuse by any person living, working, or looking after children at St. Swithun's (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
  Contacts:
  ISI - 0207 600 0100
  Insurers & Charity Commission contact numbers available from Bursar
  Ofsted - 0300 123 1231.

f. The role of Human Resources:

The school is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.
For EYFS the Prep school DSL will check with HR that a **staff suitability self-declaration** form has been completed.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service.

The HR team carry out online checks shortlisted candidates and they will be informed that such searches may be done. Records of these checks are recorded on the Single Central Register (SCR).

Full details of the school's safer recruitment procedures for checking the suitability of staff, Members of Council and volunteers to work with children and young people is set out in the school's safer recruitment policy and procedure.

The school's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate. The 'Visiting speakers risk assessment' (VSRAs) forms part of the wider 'Event Plan' process overseen by the school's operations team.
A record of these VSRAs is kept by the EA in both the prep and senior school.
See section 14.h for further information.

The school's protocols for any contractors and other site users are set out in the school's ***safeguarding and child protection policy for contractors and third-party users.***

g. The role of Head of Boarding

- Ensure compliance with the additional requirements of National Minimum Standards and the latest version of KCSIE in relation to boarding arrangements.

h. The role of the Local Area Designated Officer (LADO)

If an adult who is in a position of trust has:

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

then allegations procedures must be followed and reported to the Local Authority Designated Officer (LADO).

The LADO will follow Allegations Against Staff or Volunteers to ensure that the allegation is investigated thoroughly. The LADO will inform the police and/or children's social care if required.

5. The role and responsibilities of all St. Swithun's staff

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child-centred. This means that we should consider, at all times, what is the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
All staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.

The school recognises that because of their day to day contact with children, members of school staff are particularly important as they are in a position to identify concerns early, provide help for children,

and prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn.

To meet and maintain our safeguarding responsibilities towards St. Swithun's students all members of staff, Members of Council and Volunteer sand those who come into direct contact with our students are expected to adhere to the following responsibilities and good practice (as outlined in part 1 of KCSIE 2024):

1. **Read and understand Part 1 and, for those with direct contact with children, Annex B of the most recent version of Keeping Children Safe in Education.** This includes attendance at any staff meetings at which updates are discussed and reading any email bulletins.
2. To be aware of the systems in the school that support safeguarding including:
   - this safeguarding and child protection policy;
   - the Safer Recruitment policy;
   - the behaviour policy;
   - the staff code of conduct
   - the pupil behaviour policy;
   - the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and go missing in education;
   - the role and identity of the DSL and their deputies.
3. Staff should not assume that somebody else will act and share information that might be critical in keeping children safe.
4. To be aware of the local Early Help process and their role in it.
   Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who
   a) is disabled or has certain health conditions and has specific additional needs
   b) has special educational needs (whether or not they have a statutory Education, Health and Care plan);
   c) has a mental health need;
   d) is a young carer;
   e) is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
   f) is frequently missing/goes missing from education, home or care;
   g) has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
   h) is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
   i) is at risk of being radicalised or exploited;
   j) has a parent or carer in custody or is affected by parental offending;
   k) is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
   l) is misusing alcohol and other drugs themselves;
   m) is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
   n) is a privately fostered child.

   In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Hampshire Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an

inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

5. All staff should be aware of the process for making referrals to Children's Services (Tel: 01329 225379 and complete an Inter Agency Referral form and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that might follow a referral, along with the role they might be expected to play is such assessments.
6. All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL or a DDSL and local authority children's social care.
7. Have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.
8. 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:
    a. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    b. abuse in intimate personal relationships between children;
    c. 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);
    d. sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages physical abuse);
    e. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
    f. 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;
    g. consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as youth produced sexual imagery or sexting)
    h. 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
    i. 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).
9. Be approachable adults whom students feel they could talk to if they were worried about abuse. Staff 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
10. All staff should 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 being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the 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.

11. All staff are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy and, logging this on CPOMS.
12. Be aware of and alert to indicators of abuse, neglect and exploitation (see Appendix A)
13. Be aware that safeguarding issues can manifest themselves via child on child abuse and so be alert to any signs of inappropriate child relations and to be familiar with the child on child abuse procedure.
14. Set a good example by conducting themselves appropriately (see Staff Code of Conduct on school portal)
15. Be aware of the needs of children in need including those with SEN, young carers, vulnerable children and children who are lesbian, gay, bi or trans (LGBT) (see Section 8: Children who may be particularly vulnerable).
16. Follow the advice given in this document in relation to how to handle disclosures.
17. Ensure that they follow the protocols set out in the staff handbook when welcoming visitors to the school by not allowing them unsupervised access with students unless the HR Manager has checked their DBS disclosure number and to raise any questions they have relating to visitors or safer recruitment of voluntary or temporary staff in their department with the HR Manager or Deputy Head (Academic in SS).
18. Ensure that procedures are followed for visiting speakers (See Section 14e)
19. Understand their legal responsibilities with regard to child protection, namely:
    - the requirement to pass on disclosures or concerns to the Designated Safeguarding Lead as soon as they become aware of them
    - the requirement not to promise complete confidentiality to a student making a disclosure but only to disclose information to those who need to know and make every effort to guard against unwanted publicity
    - the requirement to record disclosures in detail as soon as they have been made
    - the requirement not to make their own investigations into an allegation
    - their responsibility to report to the Senior Designated Person any allegations made against colleagues, or any concerns they have about a colleague's behaviour.
    - their responsibility to report to the Designated Safeguarding Lead, or deputy, any concerns about poor or unsafe practice at the school, and to report directly to social services if they are not satisfied their concerns have been adequately addressed. Such concerns may be about a particular case or may be more general concerns about safeguarding practices at the school (covered by the Whistleblowing policy)
    - the legal duty to report any concerns about Female Genital Mutilation (FGM) directly to the police themselves, as well as the DSL or one of the Deputy DSLs. The mandatory reporting procedures say: 'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

      'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

      In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

- the passing on of any concerns about radicalisation of any students in the school's care to the DSL or one of the Deputy DSLs.

20. Complete Prevent duty training on induction and then on the school 3 year refresher programme

Whistleblowing

Whistleblowing procedures, which are dealt with in staff training and behaviour policies, are in place for staff and volunteers to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Such concerns should be raised with the Head of either the prep or senior school in the first instance for them to respond to and eradicate any failings without delay should the concerns have ground.

If a member of staff or volunteer is not satisfied with the response from the SMT or School Council, they should follow the school's whistleblowing policy.

All staff must read the school's whistleblowing policy and be aware of how to raise safeguarding concerns externally if they believe that is appropriate.

The school strongly encourages staff to seek advice before reporting concerns to anyone external. The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline which may assist staff.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of an individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed

Staff may also, at any time, report their concerns to the NSPCC whistleblowing helpline: 0800 028 0285 (more details in Section 2)

6. Definitions of Child Abuse, Neglect and Exploitation

Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (2024)' (Part 1).

A person may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them, or more rarely, by others.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

- adequate food, clothing and shelter (including exclusion from home or abandonment);

- protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers);
- or ensure access to appropriate medical care or treatment.

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

Appendix A contains a detailed list of the possible signs of abuse.

7. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Annex B of KCSIE 2024 contains important additional information about specific forms of abuse and safeguarding issues. These can also be found in Appendix B of this policy. Specific abuse/safeguarding issues covered are:

- Child on Child abuse
- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- The Prevent duty
- So called 'honour based' violence (including Female Genital Mutilation and Forced Marriage)
- Child-on-child abuse
- Sexual violence and sexual harassment between children in schools
- Upskirting
- Serious violence

8. Children who may be particularly vulnerable

Some groups of children and young people may have an increased risk of abuse and staff need to bear this in mind and be alert to possible signs 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. It is important that staff maintain a balance between thinking 'it could happen here' and jumping to the wrong conclusion

too hastily. Plenty of young people in the categories below are NOT victims of abuse (even if the situation itself is very difficult for them); nevertheless, staff do need to be mindful that they are potentially more vulnerable to abuse. To ensure that all of our students receive equal protection, we will give special consideration to the following vulnerable groups:

- Disabled children with specific additional needs
- Children with Special Educational Needs – this includes those with a physical disability and those with a learning difficulty. They may be particularly vulnerable if their needs are complex and present challenges for their parents and/or carers. Children with physical disabilities who have intimate care needs are vulnerable to abuse and care must be taken by any member of staff who has intimate care responsibilities that they follow the procedures set out in the Intimate Care Policy carefully. This is to protect the young person and preserve their dignity but also to protect themselves as a member of staff. Children and young people with SEN may be at greater risk of child on child abuse, including bullying.

  Children with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - these children being more prone to child group isolation or bullying (including prejudice-based bullying) than other children;
  - the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in managing or reporting these challenges.

  St. Swithun's School aims to minimise this risk through the ethos it promotes and through its PSHE schemes of work, as well as the effective implementation of the Learning Support and Disability Policy.
- Children living with domestic abuse. They may be victims of domestic abuse themselves. They may try to intervene to support a parent who is a victim of abuse and get caught up in the violence themselves. They may also be at greater risk of mental health issues such as anxiety, depression or self-harming.
- Children living in a household where one or more of the responsible adults is struggling with substance abuse. They may be at risk of domestic violence fuelled by substance abuse, of accidents in the home due to parental negligence, of neglect, or of an accident on the roads if a responsible adult is driving whilst under the influence of alcohol or another drug.
- Particular care should be given to children who are living in households where one or more of the responsible adults is suffering from severe mental health issues. Such children can be at greater risk of emotional or physical neglect if the parent/carer is unable to meet their needs. They can effectively become young carers and this can carry a significant emotional toll. Young carers themselves also need consideration to ensure that all their needs are being met and that they are coping with their responsibilities.
- Children living in households where very few, if any, boundaries are imposed on their behaviour, or who show no respect for boundaries imposed on them, may be at greater risk of abuse from adults or even children outside their household through 'falling into the wrong crowd'. They may engage in risky behaviour and put themselves into situations where they could be vulnerable e.g. premature sexual behaviour or abuse of substances, risk of grooming or exploitation. This could be online or in real life.

- Children who go missing from school or who run away from home – this behaviour in itself could be an indicator that they could be a 'child in need' or a victim of abuse – but by running away they also become more vulnerable to abuse.
- Children from a minority group may be at greater risk of child on child abuse through bullying.
- Looked after children: The most common reason for children becoming 'looked after' (a child who is looked after by the local authority), is as a result of abuse and /or neglect. Through appropriate training, the school will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. All information will be recorded and held by the DSL. As with children at risk, the DSL will inform staff who have a direct pastoral responsibility for these children, of any appropriate information they need – whether they are looked after under voluntary arrangements with consent of parents, or a full care order; contact arrangements with parents or those with parental responsibility, information about the child's care arrangements and levels of authority delegated to the carer by the authority looking after the child.
- Children subject of a Child Protection Plan: The DSL will inform staff who have a direct responsibility for children and young people who are the subject of a child protection plan. These children will be monitored carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL.
- Children who are young carers: A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
- Children showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children who are misusing drugs or alcohol themselves
- Children at risk of modern slavery, trafficking or exploitation
- Children that have returned home to their family from care
- Children at risk of being radicalised or exploited
- Privately fostered children - Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.
- Children showing early signs of abuse or neglect
- Children who are lesbian, gay, ~~bi~~ bisexual or gender questioning trans: A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

  We recommend that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. As such, when supporting a gender questioning child, a cautious approach should be taken and the broad range of their individual needs considered, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Guidance for Schools and Colleges in relation to Gender Questioning Children should be referred to.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Children in these groups may have particular support needs. Where this is the case an assessment may be required:

- to gather important information about a child and family
- to analyse their needs and/or the nature and level of any risk and harm being suffered by the child
- to decide whether the child is a child in need (Section 17) or is suffering or likely to suffer significant harm (Section 47)
- to provide support to address those needs to improve the child's outcomes and welfare and where necessary to make them safe

9. Dealing with allegations/concerns: initial action by staff

IT IS BETTER TO RAISE CONCERNS WHICH MAY NOT NEED ACTION THAN TO DO NOTHING OR TO DELAY REPORTING.

ALWAYS REMEMBER, IT COULD HAPPEN HERE.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you 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 to ask the child if they are OK or if you can help in any way.

If you have a concern about a child you should either make an entry in CPOMS, complete the Concern Form (Appendix C) and ensure it is given directly to the DSL or a DDSL asap or, email the DSL and DDSLs to inform them of your concerns. This should be done promptly and regarded as a matter of urgency. Any entries to CPOMS will automatically alert the safeguarding team.

KCSIE 2024 makes it clear that any member of staff may make a referral to external agencies and, in the absence of the DSL or DDSL a referral to either Hampshire Children's Services (and the police if appropriate) should be made if there is the potential for immediate harm.
Contact details can be found in Section 2.
Normal communication with the DSL should be made as soon as possible following a direct referral.
Staff should not assume that somebody else will act and share information that might be critical in keeping children safe.

These procedures should be read in conjunction with the flow chart on page 30

A. If a student makes a disclosure about abuse to you
If you are approached by a child you should listen positively and try to reassure them. You must never promise complete confidentiality (as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies) and should explain that you may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

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

Under normal circumstances you would refer the disclosure on to the DSL, or one of their DDSLs (this happens automatically when concerns are entered into via CPOMS). However, if you cannot immediately contact a DSL or DDSL and you believe a child to be at risk of immediate harm, ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g., they are the only adult on the school premises at the time and have concerns about sending a child home.

When receiving a disclosure use the following guiding principles (the seven R's):

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously but try not to show emotion
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the student, but only so far as is honest and reliable
- Do not make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure and take what the child says seriously e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

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

Report

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

Record

- Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary – ideally on CPOMS or on a Concern Form (see Appendix C). This allows you to devote your 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, you 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
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map (Appendix E) to indicate the position of any noticeable bruising if necessary
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- Sign and date if hand written record

Remember

- Support the child: listen, reassure, and be available
- Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

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

If you feel the DSL or their deputies are not taking the matter seriously enough, and you have already raised your concerns with the head (in line with the Whistleblowing policy) you have a legal responsibility to report the disclosure to Hampshire social services yourself (see Section 2 for contact details).

Remember, it is not the responsibility of the school to investigate suspected cases of abuse. It is, however, our responsibility to follow local safeguarding procedures and to recognise that a child telling you they have been abused may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against the perpetrator can be seriously damaged by any suggestion that the child's account has in any way been influenced by the person they have told.

B. If you suspect abuse, or you have concerns about a child's welfare and/or think the child may be at risk of being drawn into terrorism, or be at risk of radicalisation

If you have any concerns about a child's welfare you should act on them immediately as outlined below:

1. Record your concerns on CPOMS, or on a concern form (Appendix C). This should be an accurate written record (which may be used in any subsequent court proceedings) and should be completed as soon as possible. You should make the reporting of concerns a priority and avoid delay – it is important that your record is submitted on the same day where possible. If you complete a concern form then you should pass this to the DSL or DDSL as soon as possible. Your report of the occurrence of all that has happened should include details of:

    - Dates and times of their observations
    - Dates and times of any discussions they were involved in
    - Any injuries
    - Explanations given by the child / adult
    - What action was taken

    If a hand written record or typed record not on CPOMS, it must be signed and dated by the author.

2. Speak to the DSL immediately, ideally in person (if this is not possible by phone call and alert via CPOMS). If in exceptional circumstances, the DSL or deputy is not available, this should not delay appropriate action being taken. You should talk to a member of SLT and/or take advice from Hampshire Children's Services (see contact details in Section 2)

3. Where a child is suffering, or is likely to suffer from significant harm, a referral to children's social care (and if appropriate the police) must be made immediately (see contact details in Section 2)

4. If, after a referral, the child's situation doesn't 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.

C . If you suspect, or become aware of, an allegation of child abuse made against a member of staff (including supply teachers, volunteers and contractors), including low level concerns about staff behaviour

At St. Swithun's we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers, contractors and agency staff. Any concerns about the conduct of other adults in the school (including volunteers, supply teachers, governors and agency staff) should be taken to the headteacher without delay;

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

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

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Low-level Concerns

All Low-Level Concerns (LLCs) should be reported directly to the appropriate Head and full details of procedure relating to LLCs can be found in the Low-level Concerns Policy.

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. St. Swithuns's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. If the concerns prove to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

- Allegations against a teacher who is no longer teaching should be referred to the Police.
- Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

D. What to do if you suspect or become aware of an allegation about the Head or have concerns

- In the event of suspecting or receiving an allegation of abuse against the Head of either the prep or senior school, you must refer the disclosure straight to the Chair of Governor's (Mrs Alison McClure) who will manage the allegations and contact the LADO.
- The Head must not be informed of the allegation prior to contact with the chair and LADO. Contact details can be found in the 'Key Contact Details' in Section 2.

E. What to do if you suspect or become aware of an allegation of Child-on-child abuse including child on child sexual violence and/or sexual harassment

- A disclosure about child on child abuse should be dealt with as per any disclosure and as outlined in section 9A above.

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

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Key points to remember in these situations are:

- If a child has disclosed to you it is because they trust you. It is important that you recognise that the child has placed you in a position of trust. You should be supportive and respectful of the child;
- Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- Where the report includes an online element, be aware that you should not view or forward illegal images of a child.
- If possible, manage 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; and
- Inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

It is worth being aware that victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is therefore essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, we 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 will be the victim's and so could be any member of staff.

Normally in cases of 'child on child abuse' both victim and perpetrator would be treated as being 'at risk'. Remember that the victim may be very afraid of the perpetrator and afraid to divulge names. You need to reassure them that you will only pass on what they tell you to one of the Designated Safeguarding Leads. If you find out the perpetrator(s)'s name, do not attempt to interview them as the DSL may need to take advice from HCSP first.

General Principles

At St Swithun's we have a zero tolerance approach to abuse and as such it should never be passed off as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

It is essential that all concerns/allegations of child-on-child abuse are handled sensitively, appropriately and promptly. Even if there are no reported cases of child on child abuse, we must be mindful that such abuse may still be taking place and is simply not being reported.

Any response should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The school should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;
- take into account:
    - that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's child group (both within and outside the school); family; the school environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and
    - the potential complexity of child-on-child abuse and of children´s experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
    - the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The school should manage the child/children's expectations
    - about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by other children, or that a child may be at risk of abusing or may be abusing their child(s)?

If a student is in immediate danger call the police on 999

If you have immediate concerns and are unable to talk to the DSL or Deputy DSL you should contact Hampshire Children Services (0300 555 1384 / out of hours: 0300 555 1373).

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see Section 9b of the Child Protection policy).

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their child(s), or that a child may be at risk of abusing or may be abusing their child(s), they should discuss their concern with the DSL without delay (in accordance with Section 9b of the Child Protection policy) so that a course of action can be agreed.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. The full procedure is set out in Section 9a of the child protection policy.

F. Recording child protection concerns and nagging doubts

Any concern of a child protection nature, however small, should be accurately recorded as soon as possible, and certainly within 24 hours of the incident giving rise to the concern, by the person who has received/identified it – either on CPOMS or on a Concern Form (see Appendix C).

If a written form it must be signed, named, dated and timed by the member of staff who has received/identified the concern, and passed immediately to the Designated Safeguarding Lead or one of their deputies.

Record the place, those present, anything said in the student's own words, any questions asked (these must not be leading questions), and observable behaviour and facts. Be careful not to make assumptions, and if opinion is stated, it must be clearly recorded as such.

Any original note taken should be preserved and should be attached to it. A skin/body map could be used to record any injuries which can be readily seen (however, staff should never ask a student to undress to show an injury). Body/skin maps can be found in Appendix D.

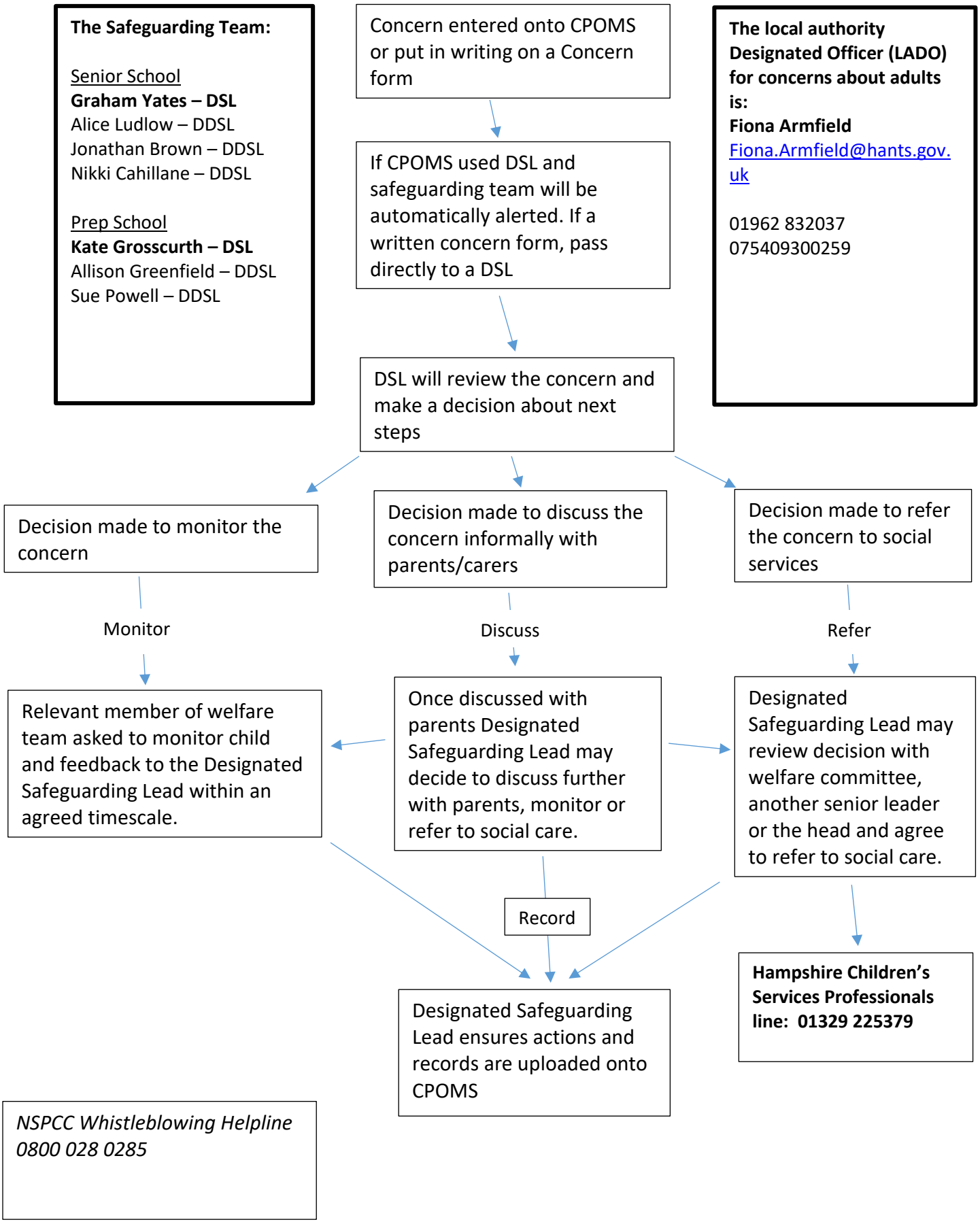
Nagging doubts or concerns

A member of staff may have a nagging doubt or a concern about a particular student, but not feel that it is important enough to act upon. However, if such doubts or concerns are not recorded and passed on to the Designated Safeguarding Lead, it is possible that an incomplete picture of a particular student may be held by the Designated Safeguarding Lead, whereas if that information was provided, he/she could find that a much more worrying picture was emerging.

The Designated Safeguarding Lead should be in a position to build up a jigsaw picture of abuse, and can only do so if all staff members record and share all their concerns. If the Designated Safeguarding Lead is in ANY doubt, s/he will contact the relevant outside authorities.

- If there has been no specific incident or information either make an entry onto CPOMS or record via a Concern Form (Appendix C). Try to identify what is really making you feel worried. Date, time and sign any written notes. Print your name alongside your signature. The DSL and their deputies will automatically be alerted if recorded on CPOMS.
- If a written note, pass the note to the Designated Safeguarding Lead. You may keep a copy in a secure place. Monitor the student. Record observations as factually as possible. If several notes have been made about the student, the Designated Safeguarding Lead should seek advice from Hampshire social services; this may be anonymous in respect of the child about whom there is some concern.
- If after discussion with the Designated Safeguarding Lead, he/she does not feel a referral to Hampshire social services needs to be made, but the person with the concern does, then that person should make a referral themselves.

g. Flow Chart for Reporting a Concern about a child



10. Dealing with Suspicions or Allegations of Abuse: Action By DSL/DDSL

Following a report of concern from a member of staff, the DSL must inform the Head and:

- Decide whether or not there are reasonable grounds to believe that the child is at risk of significant harm, or is likely to suffer significant harm in which case a referral must be made to Children's Social Care via the **Inter agency referral form –** see link below. For advice contact the Children's Reception Team (CRT) on 01329 225379 (Out of hours ring 0300 555 1373).

a) Concern about a member of staff

Allegations

It is an allegation if the person* has:

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

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

In line with KCSIE (Part Four) allegations about a member of staff will be dealt with by the head who will contact the Local Authority Designated Officer (LADO).

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Because it is the head who will decide what action is appropriate when receiving a low-level concern, it is vital that all low-level concerns are always received by the head. The reason that all concerns must go to the head are so that potential patterns of concerning, problematic or inappropriate safeguarding can be identified, also this may become an employment matter.

This can either be in person, by telephone or by using the low-level concern form (where concerns can be reported anonymously).
There is a prep low-level concern form which should be used if the concern relates to a member of prep school staff. There is a separate low-level concern form for the senior school.

If the head is absent, then the DSL should be contacted. If the concern relates to the head, then the chair of council should be contacted.

Where a low-level concern is reported verbally the head will make an appropriate record of the conversation, either at the time the concern is reported or as soon as possible following the discussion.

If the concern has been raised via a third party, the head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely by the head and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

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

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2024) and the HSCP procedures which can be found here.

Suspension of the member of staff, against whom an allegation has been made, will be carefully considered and the Head will seek the advice of the School Council member with oversight of safeguarding issues. 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. St. Swithuns's will give due weight to the views of the LADO and the policy when making a decision about suspension.

If a member of the boarding staff is suspended pending an investigation of a child protection nature arrangements for accommodation away from children will be made.

On the conclusion of any case a decision will be taken in consultation with the LADO as to whether a referral to DBS for inclusion on the barred list or, in the case of teaching staff, the Teaching Regulation Agency to consider prohibiting the individual from teaching.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to decide whether there are any improvements which need to be made to our practices and procedures to prevent similar events taking place in the future.

b) Concern about a student

- If there are reasonable grounds to believe that the child is at risk of significant harm, or is likely to suffer significant harm the DSL must contact Hampshire Children's Services and make a clear statement of:

    - the known facts
    - any suspicions or allegations
    - whether or not there has been any contact with the child's family

- If the DSL feels unsure about whether a referral is necessary they can phone Children's Social Care to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.

- If there is not a risk of significant harm, then the DSL will either actively monitor the situation or instigate the Early Help process.

- The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral must be made using the **inter-agency referral form** which can be accessed **HERE.** This will provide Children's Social Care with the supplementary information required about the child and family's circumstances.

- If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL must also notify Children's Social Care of the occurrence and what action has been taken. The DSL must seek advice from the police / Children's Social Care about informing the parents.

- Notifying parents: Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.

- Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the Section 47 enquiry according to the Children Act 1989, or a police investigation.

- When a student is in need of **urgent** medical attention and there is suspicion of abuse the DSL should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice about what action Children's Social

Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Social Care and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, from the school, Children's Social Care or the police.

c) Concern about Child-on-Child Abuse

How will the School respond to concerns or allegations of child-on-child abuse?

Risk Assessment:

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

The Risk assessment will consider;

- The victim, especially their protection and support.
- Whether there may have been other victims
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms
- The time and location of the incident, and any action required to make the location safer
- The victim and the alleged perpetrator sharing classes and space at school.

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

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should 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.

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

The designated safeguarding lead (or a deputy) should 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. Any such professional assessments should be used to inform the schools or college's approach to supporting and protecting their students and students and updating their own risk assessment.

If at any stage the child's needs escalate, the DSL should contact Hampshire Children's Services to determine the appropriate course of action.

Action following a report of sexual violence and/or sexual harassment

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

It is important to consider the following:

- the wishes of the alleged victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Alleged 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;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- 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 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;
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the alleged victim, other children, adult students or school or college staff;
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Immediate consideration should be given as to how best to support and protect the alleged victim and the alleged perpetrator (and any other children involved/impacted).

If the report involves two children who are likely to be in close proximity then, whilst the facts of the case are being established the alleged perpetrator should be removed from any classes they share with the alleged victim. The school should consider how best to keep the alleged victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

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

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

The DSL will discuss the allegations/concerns with Hampshire Children's Services and agree on a course of action, which may include:

i) Managing internally with help from external specialists where appropriate and possible

Where behaviour between children is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinary apply. However, where support from local agencies

is not available, the School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.

ii) Undertaking/contributing to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family

These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

In line with A above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. 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 harmful sexual behaviour and may prevent escalation of sexual violence.

iii) Refer child/children to children's social care for a section 17 and/or 47 statutory assessment

As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the school will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

- Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral should be made a referral to local children's social care.
- At the referral to children's social care stage, 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 should 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 need protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating 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 and any other children that require support.
- Schools should 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. It will be important for the designated safeguarding lead (or a deputy) to 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, any other children directly involved in the safeguarding report and all children at the school should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding

lead or a deputy) should 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) should consider other support mechanisms such as early help, specialist support and pastoral support.

iv) Reporting alleged criminal behaviour to the Police

Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors (see Appendix C below). All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- The designated safeguarding lead (and their deputies) will follow the local process for referrals.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, the school 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, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.

Disciplinary action

The school will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that child-on-child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be

required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the school. Engaging in Fair Access Panel Processes to assist with decision-making associated to 'managed moves' and exclusions can also be beneficial.

Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

Safeguarding and supporting the victim

When making any decisions regarding safeguarding and supporting the victim the following principles should be considered:

- the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be 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.
- 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.
- 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. Support can include:
    - 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)
    - Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence. o Internet Watch Foundation (to potentially remove illegal images)

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, we should 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 victims. 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. While schools and colleges should avoid any action that would have the

effect of isolating the victim, in particular from supportive child groups, 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. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

It is important that the school or college 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 their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college 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).

It is important 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 should 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.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college 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.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school or college should take suitable action, if they have not already done so. 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 to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other students or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college 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, schools and colleges should 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. Appropriate support should 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 and colleges should 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

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school will have a difficult balancing act to consider. On one hand we need to safeguard the victim (and the wider student/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- We should consider the age and the developmental stage of the alleged perpetrator and nature of the 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.
- We should also consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours 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.
- It is important that if the 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 should take responsibility to ensure this happens as well as transferring the child protection file

Considering confidentiality and anonymity

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)

- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

d) Confidentiality, information sharing and record keeping

Confidentiality and Access to Records

- All matters relating to child protection are to be treated as confidential and only shared as per the *'Information Sharing Advice for Practitioners'* (DfE 2015 – updated 2024) guidance
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Manual records relating to child protection concerns are exempt from the requirement of disclosure under the Education (School Records) Regulation 1989. Child protection records should be kept securely locked, and are exempt from the disclosure provisions of the Data Protection Act 1984. Cases of alleged child protection concern which go to court may require the

school to disclose its records, either through the Police or Social Services, or records (suitably anonymised) may be requested for use in disciplinary proceedings.

Retention of Child protection records

Any confidential child protection file should be copied and sent on to the new school when a child moves on to another school. This file should be sent separately on to the Head, under confidential cover. Arrangements should also be made to transfer school medical records quickly.

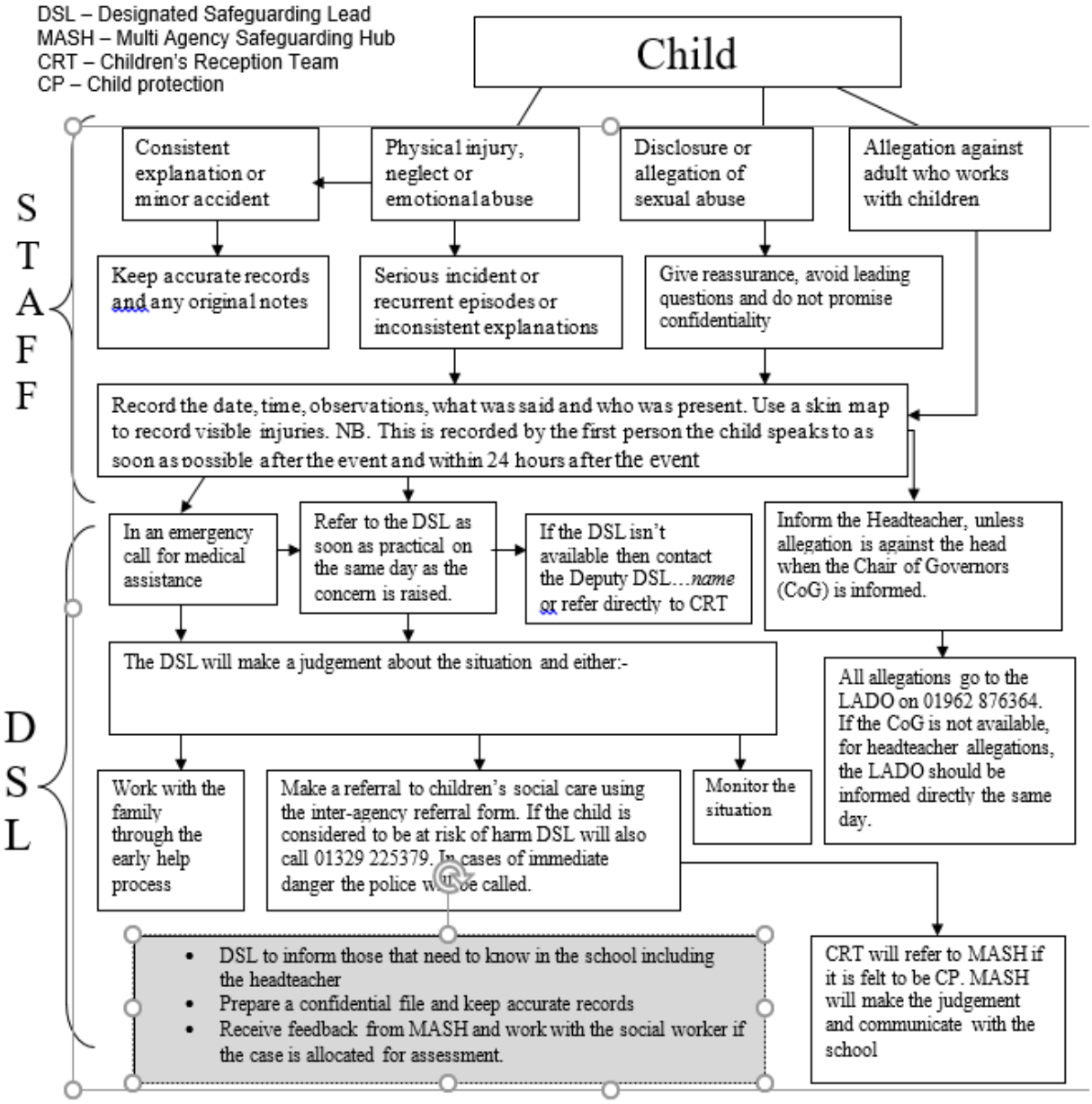
If a student leaves the school and the Designated Safeguarding Lead has not been notified of the new school, where the student is subject to a child protection plan, the Designated Safeguarding Lead should let the Social Care Team key worker know immediately. If the student has no current child protection plan, but there are child protection concerns, the Designated Safeguarding Lead should make a referral to Hampshire Children's Services.

Where a student of 16 is not continuing with education or no Further Education place has been identified, the file containing the school's own notes should be retained until their 26th birthday. Case conference notes and other multi- agency records should be retained elsewhere.

All information held by the school should be shared with Social Services and the Police and health professionals as appropriate, where there is a concern that a child has suffered or is at risk of suffering significant harm.

11. Flowchart for Child Protection Procedures

Flowchart for child protection procedures



** In the cases of known FGM, the teacher who was made aware will also make contact with the police*

12. Support for those involved in a Child Protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students, their families and staff by:

- taking all suspicions and disclosures seriously. The DSL or DDSL will keep all parties informed and is the central point of contact. Where a member of staff is the subject of an allegation made by a child or parent, the Head, to avoid any conflict of interest, is the nominated person who keeps all parties informed and be the central point of contact. Where the Head is the subject of an allegation made by a child, member of staff or parent to avoid any conflict of interest, the Chair of School Council will keep all parties informed and be the central point of contact.

- responding sympathetically to any request from students 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 and for the period required by law.
- offering details of helplines, counselling or other avenues of external support.
- following the procedures laid down in the whistleblowing, complaints and disciplinary procedures.
- cooperating fully with relevant statutory agencies.

13. Staff Training

Induction and training are in line with advice from Hampshire Safeguarding Children Partnership.

Induction Training

All new staff will be provided with induction training that includes:

- the Safeguarding & Child Protection policy;
- the role and identity of the DSL and Deputy DSL's;
- the Behaviour policy;
- the staff Code of Conduct, including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media;
- the policy for Children Missing Education;
- the latest version of Keeping Children Safe in Education Part one. Staff that work directly with children should also read Annex B of KCSIE. Each time Part one of KCSIE is updated by the Department for Education, staff will be updated on the changes. a copy of Part one of *KCSIE* and Annex B of *KCSIE*
- Prevent duty training

Copies of the above documents are provided to all staff during induction and staff must read these.

All staff are also required to:

- Receive training in safeguarding and child protection regularly, in line with advice from Hampshire Children's Safeguarding Partnership. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, bulletins and staff meetings.

DSL and deputies

The DSL and deputies will undertake updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-

agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the Hampshire Safeguarding Children Board's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of the latest *KCSIE.*

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The Deputy DSL's are trained to the same level as the DSL.

Role	Role in School	Named person	Next formal DSL refresher (every 2 years)	Next DSL annual update:
DSL Senior School	Deputy Head Pastoral	Graham Yates	November 2024	June 2025
DSL for EYFS and Prep School	Deputy Head	Kate Grosscurth	November 2024	June 2025
DDSL Senior School	Head of Geography	Jonathan Brown	November 2024	June 2025
DDSL Senior School	Head of Boarding	Alice Ludlow	November 2024	June 2025
DDSL Senior School	Teacher of Chemistry	Nikki Cahillane	July 2025	June 2025
DDSL Prep School	Member of SLT	Allison Greenfield	November 2024	June 2025
School Council Member	School Council member with CP and safeguarding responsibility	Dr S Bailey	June 2025	July 2024

Safer Recruitment Training

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

The following members of staff are safer recruitment trained and at least one trained person sits on all interview panels.

Role	Name	Date	Expiry
Operations Bursar	Sarah Culley	03/02/2022	02/02/2025
Bursar	Martyn Gamble	28/09/2023	27/09/2026
Head of IT Services	Andy Healy	28/09/2023	27/09/2026
Domestic	Sandra Kelly	28/09/2023	27/09/2026
Head of senior school	Jane Gandee	28/09/2023	27/09/2026
Deputy head - prep school	Kate Grosscurth	28/09/2023	27/09/2026
Deputy head academic – senior school	Charlie Hammel	28/09/2023	27/09/2026
SLT administration – senior school	Becca Hills	28/09/2023	27/09/2026
HR Manager	Sarah Longman	28/09/2023	27/09/2026
Executive assistant – senior school	Rachel Nicholls	28/09/2023	27/09/2026
Head – prep school	Liz Norris	28/09/2023	27/09/2026
HR (mat leave)	*Anna Truong*	*21/09/2022*	*20/09/2025*
Deputy head pastoral – senior school	Graham Yates	28/09/2023	27/09/2026

Head of Boarding – senor school	Alice Ludlow	28/09/2023	27/09/2026
HR assistant	Sorrel Chivers	31/07/2024	30/07/2027
HR advisor	Rebecca Tarry	11/09/2024	10/09/2027

Prevent duty training
This takes place for all staff at induction and then on a 3-year fixed programme. The next date for refresher training in September 2025.

Date of last whole school Child Protection training: 30th August 2024 (internally)
1st September 2023 (provided internally)
Provided by Hampshire Safeguarding Children Partnership in September 2022

14. Other Safeguarding Arrangements

Beyond the child protection procedures outlined in this policy, the School has put in place arrangements to safeguard students and to promote their welfare. These include the following:

a) Health and Safety

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

b) Site Security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- Access to the school for students and staff is by key codes
- Visitors and volunteers enter at the reception and must sign in
- Visitors and volunteers are identified by means of a visitor lanyard
- All children leaving or returning during the school day have to sign out and in

c) Off site visits

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits co-ordinator (EVC or OSAC) who helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits.

d) Taking and the use and storage of images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students, we:

- Seek consent for photographs to be taken or published. Image consent forms are circulated to parents by the Director for Marketing before the student joins the school.
- Make sure that school practice is that full names are not published with an image.
- Encourage students to tell us if they are worried about any photographs that are taken of them.
- Ensure that images are only taken on school owned equipment and stored on the school network

- Personal staff mobile digital devices are not to be used to take any photographs or videos of children. Staff should use school equipment, and this includes their Staff iPad. Staff should ensure that any photos or videos they take of students using their staff iPad should not be downloaded onto any of their personal devices by selecting the appropriate sync settings on their iPads. Because of the mobile nature of the iPads, photos should be uploaded to the onedrive (prep school) or S:drive (senior school) if staff need to keep them for educational purposes, or else deleted after they have served their purpose.
- If members of staff are on a school visit and do not have their iPads or a school camera with them, it is permissible to use their personal devices to take pictures as long as these are deleted from the device after the event and uploaded to the school network or e-mailed to the Director of Marketing for publication. **However, in the case of students in the EYFS setting (Preschool and Reception), personal devices may NEVER be used, in accordance with the EYFS framework.**

e) Listening to students:

The School provides a range of opportunities for students to be listened to. Tutor groups throughout the School are small and there is regular contact time between tutor and tutees at daily registration and for extended tutor periods once or twice a week. Weekly *Thrive* (PSHE) lessons are led by specialist staff. A document entitled, 'Need someone to talk to?' is available to view in all Senior School form rooms and in all boarding houses. This outlines the support system within the School and identifies key members of staff in the pastoral team.

In the Prep School the class groups are small and there are multiple occasions throughout the day for contact time between students and their class teachers. Weekly PSHEE lessons & regular form times sessions are led by class teachers and children and regularly reminded that all staff are available to talk to in both formal (e.g. going to the staff room or deputy head's office) and informal environments (e.g. over lunch or whilst on break duty.)

The school employs 4 nurses who work during term time. We also have a full time school psychologist and counsellor (Dr. Helen O'Connor) and a School Chaplain (Reverend Wallington). Students may self-refer to the nurse, chaplain or counsellor. In the Prep school children can be 'referred', via the SENCO & DSL, for 'Emotional Literacy Sessions' with the trained ELSA.

f) Missing students

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of the school's unauthorised absence and children missing from education procedures. The following policies can be found on the school portal: Children at risk of missing education: Admissions register protocol; Missing student policy

g) Risk Assessments

The School recognises that the evaluation of risks and putting in place steps to mitigate against these risks contributes to promoting the welfare and protection of students. For hazardous

activities and curricular and extra-curricular activities that may pose specific risks, risk assessments are carried out in accordance with the School's Health and Safety policy and reviewed as required by the School's Health and Safety Committee. Risk assessments for school trips and visits are reviewed by the Educational Visits Coordinator.

h) Visiting Speakers

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

The school is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided. If, at any point, during a visiting speakers talk the supervising staff member feels the content is inappropriate they should step in and stop the presentation immediately.

Visiting Speakers, whilst on the school site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence.

i) Teaching Students to Keep Themselves Safe

Students are taught about how they can keep themselves and others safe, including online, through a planned programme of Relationships, Sex and Health Education (RSHE) that is delivered through PSHE (Thrive); tutorial sessions; in Positive Education lessons; by visiting speakers and in assemblies. Students are taught how to identify risks and how to adjust their behaviours in order to mitigate these risks and build resilience. Resilience to radicalisation is taught through *Thrive* (Senior) /*Flourish* (Prep) by promoting fundamental British values and enabling students to challenge extremist views.
The taught programme tackles, at age appropriate stages, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

j) Online learning

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan. To minimise inappropriate use we suggest parents only buy as much data as their daughter needs to use whilst she is away from Wi-Fi and we continue to teach the risks associated with online use through Thrive, form time and assemblies. We also recommend that parents speak regularly to their daughters about their online use. There is an abundance of advice that can be accessed on the school's parent portal.

Our 'online learning' set up for students who are out of school, uses Microsoft Teams and OneNote as the primary methods of delivery. School accounts are used by all staff and students and contact should never be made between staff and students through other platforms or using private accounts.

A protocol for using Microsoft Teams can be found in Appendix E.

More detail can be found in the Online Safety Policy, but it is important that all staff who interact with children online continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection policy and where appropriate referrals should continue to be made to children's social care and as required the police.

APPENDIX A Recognising Child Abuse

One of the most effective ways of helping children is by being aware of the signs of possible abuse and neglect. The diagnosis of abuse and neglect requires a professional judgment and all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following definitions are taken from *Working Together to Safeguard Children* (2023)

What is abuse and neglect?
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults, or another child or children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

PHYSICAL ABUSE
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The nature of physical abuse

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

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

Possible Indicators of physical abuse /factors that should increase concern

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

- Bald patches

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

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

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

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

The nature of emotional abuse

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

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

Possible Indicators of Emotional Abuse

Developmental issues

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

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

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

Emotional responses

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

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Women can also commit acts of sexual abuse, as can other children.

The nature of sexual abuse
Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities.

Characteristics of child sexual abuse:

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

Possible Indicators of sexual abuse

Physical observations

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

Behavioural observations

Sexual knowledge inappropriate for age
Sexualised behaviour or affection inappropriate for age
Sexually provocative behaviour/promiscuity
Hinting at sexual activity
Depression or other sudden apparent changes in personality e.g. becoming insecure
Lack of concentration, restlessness, aimlessness
Socially isolated or withdrawn
Overly-compliant behaviour
Acting out, or aggressive behaviour
Poor trust or fear concerning significant adults
Regressive behaviour, onset of wetting, by day or night; nightmares
Onset of insecure, clinging behaviour
Arriving early at school, leaving late, running away from home
Suicide attempts, self-mutilation, self-disgust
Suddenly drawing sexually explicit pictures
Eating disorders or sudden loss of appetite or compulsive eating
Regressing to younger behaviour patterns such as thumb sucking
Become worried about clothing being removed
Trying to be 'ultra-good' or perfect; overreacting to criticism.

Child sexual exploitation
Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Further information and advice is available from Hampshire Safeguarding Children Partnership and can be found here:

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

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

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

Neglect can include parents or carers failing to:

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

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

- frequently going hungry

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

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

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you're worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

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

Possible Indicators of neglect

Physical indicators of neglect

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

Behavioural indicators of neglect

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

CHILD-ON-CHILD ABUSE

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-child abuse can take various forms. This is most likely to include, but may not be limited to:

a) bullying (including cyberbullying, prejudice-based and discriminatory bullying);
b) abuse in intimate personal relationships between children;
c) 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);
d) sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages physical abuse);
e) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
f) 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;
g) consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as youth produced sexual imagery or sexting)
h) 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
i) 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).

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in schools and other settings can result in the sexual exploitation of children by other children. For 16 and 17 year olds who are in abusive relationships, what may appear to be a case of domestic violence may also involve sexual exploitation. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of children's experiences. This can be done by adopting a contextual safeguarding approach and by ensuring that our response to incidents of child-on-child abuse takes into account any potential complexity.

When does behaviour become problematic or abusive?

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

What do we mean by sexual violence and sexual harassment between children?

Sexual violence and sexual harassment is not acceptable and will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Sexual violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse their children in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence. For the purpose of this advice, 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.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

For the purpose of this advice, 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; 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. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.
- upskirting

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

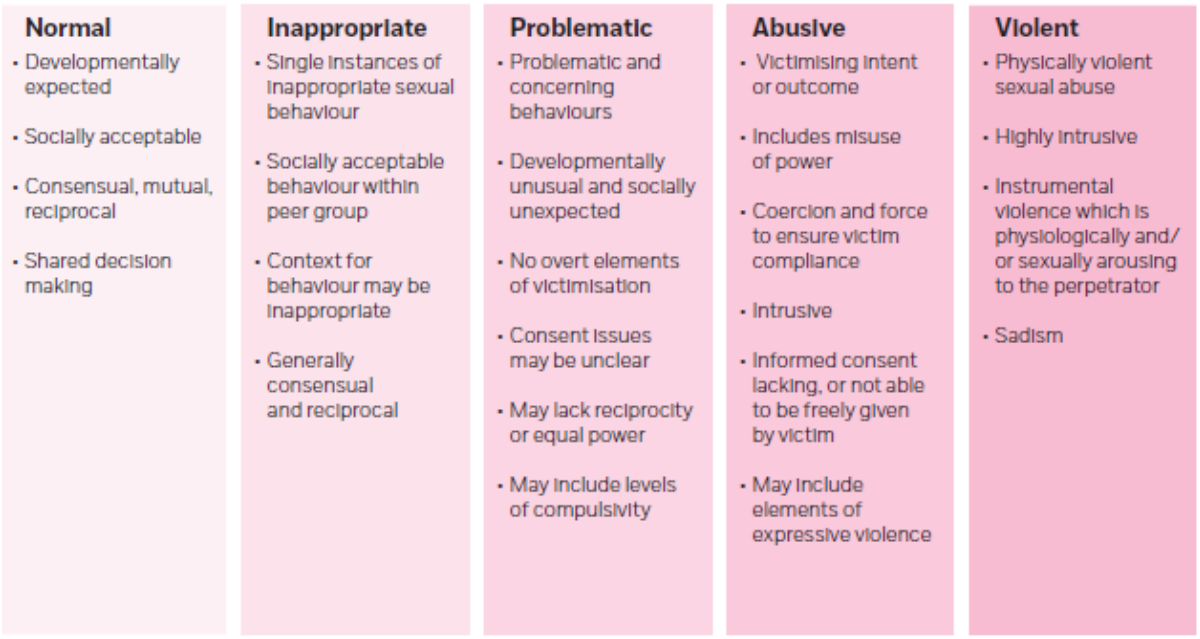
Harmful Sexual behaviours

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Harmful sexual behaviours are defined as "Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult."

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a student's sexual behaviour and deciding how to respond to it.



Other behaviour

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the child group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender,
- sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the
- behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

It should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider in response to other alleged behaviour involving reports of other types of abuse. For example, the issue of consent and the nuances around it, is unlikely to apply in the same way in cases where the alleged behaviour is reported to involve

emotional and/or physical abuse, as it could in cases of alleged sexual behaviour which is reported to involve harmful sexual behaviour.

In addition, the school could be required to deal with cases involving a range of alleged behaviours including sexual behaviour, emotional, physical behaviour and digital behaviour.

It should also be recognised that the same behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example,

when exchanged between two children in a consenting relationship, and abusive in another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute child-on-child abuse where the fight is a one-off incident, but may be abusive where the child's/children's behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual student basis, but could also apply across the student body.

Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which we need to take a whole-school approach in order to prevent escalation. For example, where multiple girls are making inappropriate comments about other girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a year group intervention exercise, such as 'Girls on Board'; revising the school's SRE programme; and/or a discussion around whether anything is happening within the wider community that might be affecting the students' behaviour.

It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute child-on-child abuse, the School will follow the procedures set out below.

How can a child who is being abused by other children be identified?

All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;

b) physical injuries;

c) experiencing difficulties with mental health and/or emotional wellbeing;

d) becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;

e) broader changes in behaviour including alcohol or substance misuse;

f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age;

g) abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by other children) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of child-on-child abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Are some children particularly vulnerable to abusing or being abused by other children?

Any child can be vulnerable to child-on-child abuse due to the strength of child influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by other children. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Child group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from other children may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by other children.

Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, we need to be aware that the gender dynamics of child-on-child abuse will play out differently in a single sex environment.

Appendix B Specific Safeguarding Issues

Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages: www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance

Links to online specific advice and guidance can be found at https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafety

Links to other pages from the local authority on safeguarding can be found at https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren

The procedures of the Hampshire Safeguarding Children Partnership can be accessed here

Part 1 – High risk and emerging safeguarding issues

Preventing Radicalisation and Extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Governments '2024 new definition of extremism' states that:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application.

Behaviour that could constitute extremism

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and child relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

The **Prevent duty** requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised. All staff have undertaken e-learning training in order that they can identify the signs of children being radicalised.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

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. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and the Hampshire guidance can be found here.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Gender based violence / Violence against women and girls

Honour-based abuse (HBA)

Honour based abuse encompasses 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 practises such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a student is at risk from honour-based abuse they must contact the DSL as a matter of urgency. The DSL will follow the usual safeguarding referral process; however, if it is clear that a crime has been committed or the student is at immediate risk, the police will be contacted in the first place. It is important that if honour-based abuse is known or suspected communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

On the 31 October 2015, it became **mandatory for teachers to <u>personally</u> report known cases of FGM to the police.** 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened. **At no time will staff examine students to confirm this.**

For cases where it is believed that a girl **may** be vulnerable to FGM or there is a concern that she **may** be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.

- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.
Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage
While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual student's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Further information can be found here.

Teenage Relationship Abuse

Research has shown that teenagers do not understand what constitutes abusive behaviours and controlling behaviours which could escalate to physical abuse, e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to; or that this abuse is prevalent within teenage relationships. Further research shows that teenagers are likely not to understand what consent means within their relationships. They often hold the common misconception that rape could only be committed by a stranger down a dark alley and do not understand or recognise that it could happen within their own relationships.

This can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged as they are not recognised as being abusive.

In response to these research findings the school will provide education through the *Thrive* programme to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

Sexual Violence and Sexual Harassment Between Children

See detail on child on child abuse in body of policy

Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between students, we will follow the child on child abuse procedure.

If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

There are behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Students who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or lying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the head teacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation. Guidance on this can be found in the following document:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

The above are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

These factors will have a contextual impact on the safeguarding of children and young people.

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.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

At St Swithun's we are part of Operation Encompass (a police and school early intervention safeguarding information sharing partnership which supports children experiencing domestic violence and abuse). As such all police attended domestic violence and abuse incidents that involve school aged children attending St Swithun's will be shared with the DSL prior to the start of the next school day

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Parental Mental Health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- A child adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

Missing, Exploited and Trafficked Children

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues, so that cross over of risk is not missed.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when students are not at school. This means we need to have a least two up-to-date contact numbers for parents/carers.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
    - leave school to be home educated
    - move away from the school's location
    - remain medically unfit beyond compulsory school age
    - are in custody for four months or more (and will not return to school afterwards); or
    - are permanently excluded

We will ensure that students who are expected to attend the school, but fail to take up the place, will be referred to the local authority.
When a student leaves the school, we will record the name of the student's new school and their expected start date.

DSL's and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other students routinely missing the same lessons and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are other students making comments or suggestions as to where the student is at?
- Can the parent be contacted and made aware?

Continuous missing days: Has the school been able to contact the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Children Missing from Home or Care

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place of residence.

Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The Association of Chief Police Officers has provided the following definitions and guidance:

> *"Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'*
>
> *An absent person is: 'A person not at a place where they are expected or required to be.'*
>
> *All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed.*
> *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.*

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Child pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to contact their trafficker.

As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves

Child Sexual Exploitation (CSE)

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

guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017).

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- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be child-on-child
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation (See Appendix A).

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from https://www.safe4me.co.uk/portfolio/sharing-information/

Child Criminal Exploitation

Child Criminal Exploitation is defined as:- '*where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology*'

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push-pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can 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.

Indicators that a child may be criminally exploited include:

- Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, **new high cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in **aggression, violence and fighting**
- Carrying **weapons** – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive child groups

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.
https://www.safe4me.co.uk/portfolio/sharing-information/

Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity. All staff will be made aware of indicators, which may signal that students, or members of their families, are at risk from or involved with serious violent crime.

These indicators can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

The risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced maltreatment as a child
- Having being involved in offending, such as theft or robbery

As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.
We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.
https://www.safe4me.co.uk/portfolio/sharing-information/

Trafficked Children and modern slavery

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

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.
There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.
There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity

- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.
When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Technologies

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Online Safety and Social Media

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

There are four areas of risk to online safety (the 4 C's):

1. **Content** – age-inappropriate or unreliable content can be available to children. Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias.
2. **Contact** – children can be contacted by bullies or people who groom or seek to abuse them. It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, they may be sharing their personal information with them. See cyberbullying and grooming below.
3. **Conduct** – children may be at risk because of their own behaviour, for example, by sharing too much information. Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When

using the internet, it's important to keep personal information safe and not share it with strangers. See sexting below.

4. **Commerce** – young people can be unaware of hidden costs and advertising in apps, games and websites. See Gaming below.

At St. Swithun's, when children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems (for more detail see 'Online Safety Policy'). However, many students are able to access the internet using their own data plan. To minimise inappropriate use, as a school we provide information and awareness to both students and their parents through:

- Acceptable use agreements for children and staff
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, social media posts and parent portal
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Online safety policy
- Social media policy

Cyberbullying

Central to the school's anti-bullying policy is the principle that '*bullying is always unacceptable'* and that '*all students have a right not to be bullied*'.
The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore, once aware we will respond to any cyber-bullying we become aware of carried out by students when they are away from the site.
Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile 'phones
- The use of mobile 'phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.
Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

Cybercrime

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

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

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

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

Sharing nudes or semi-nudes (previously known as sexting)

'Sexting' often refers to the sharing of nude or semi-nude pictures or video through mobile phones and/or the internet. It also includes underwear shots, sexual poses and explicit text messaging.
While sexting often takes place in a consensual relationship between two young people, the use of sexual images in revenge following a relationship breakdown is becoming more commonplace.
Sexting can also be used as a form of sexual exploitation and take place between strangers.
As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.
The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020). This is broadly as follows:

Handling incidents

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

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

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt within school, a further review should be held to assess risks.

Assessing the risks once the images have been shared

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

Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that students are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the student that possession is unlawful.

Gaming

Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

- By sharing relevant information with parents through social media, bulletins, newsletters etc
- By talking to parents and carers about the games their children play and help them identify whether they are appropriate
- By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode
- By talking to parents about setting boundaries and time limits when games are played
- By highlighting relevant resources.

Online reputation

Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.
The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends on-line that they know in real life
- Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

That the school will support parents to:

- Have regular conversations with their children about on-line activity and how to stay safe on-line

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

Part 2 – Safeguarding issues relating to individual student needs

Children and the court system

As a school we recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

Children with family members in prison

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The school aims to:-

- Understand and Respect the Child's Wishes

  We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment

- Keep as Much Contact as Possible with the Parent and Caregiver

  We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

- Be Sensitive in Lessons

  This school will consider the needs of any child with an imprisoned parent during lesson planning.

- Provide Extra Support

  We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances (NICCO)

Homelessness

As a school we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognises that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Children with medical conditions (in school)

As a school we will make sure that sufficient staff are trained to support any student with a medical condition.
All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.
An individual healthcare plan may be put in place to support the child and their medical needs.

Children with a social worker

We recognise that when a child has a social worker it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker.

Intimate and personal care

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces/urine)
- Bathing / showering
- Washing intimate parts of the body

- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

1. **Involve the child in the intimate care**

   Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

2. **Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

   Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

3. **Be aware of your own limitations**

   Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

4. **Promote positive self-esteem and body image**

   Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

5. **If you have any concerns you must report them.**

   If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

   If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

6. **Helping through communication**

   There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

7. **Support to achieve the highest level of autonomy**

   As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Fabricated or induced illness

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will inform children's social care.

Mental Health

All staff are aware that mental health problems can, is some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or deputy. This can be done via CPOMS, email or through conversation.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in students' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. This may be with the school counsellor, school chaplain, school nurses, or any member of staff the student feels comfortable talking to.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement or child's if they are considered to be competent.

Part 3 – Other safeguarding issues that may potentially have an impact on students

Bullying

The school has a separate anti-bullying policy which can be found on the school portal and website, as well as an approach to child on child abuse, which can be found in this document.

Drugs and substance misuse

The school has a smoking, alcohol and drug policy that can be found on the school portal and website.

Faith Abuse

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.
A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.
The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.
As a school we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.
Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour

- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- make referrals to appropriate external agencies
- carefully manage individual transitions between educational establishments especially into Student Referral Units (PRUs) or alternative provision work with local partners to prevent anti-social behaviour or crime

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren). Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents, where necessary, in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources (for example http://www.familylives.org.uk/)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate Early Help services. Information on Early Help can be found here

Appendix C:

Concern Form

Child's name:			
Date and time		**D.o.B**	
Name and role of person raising concern:			

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

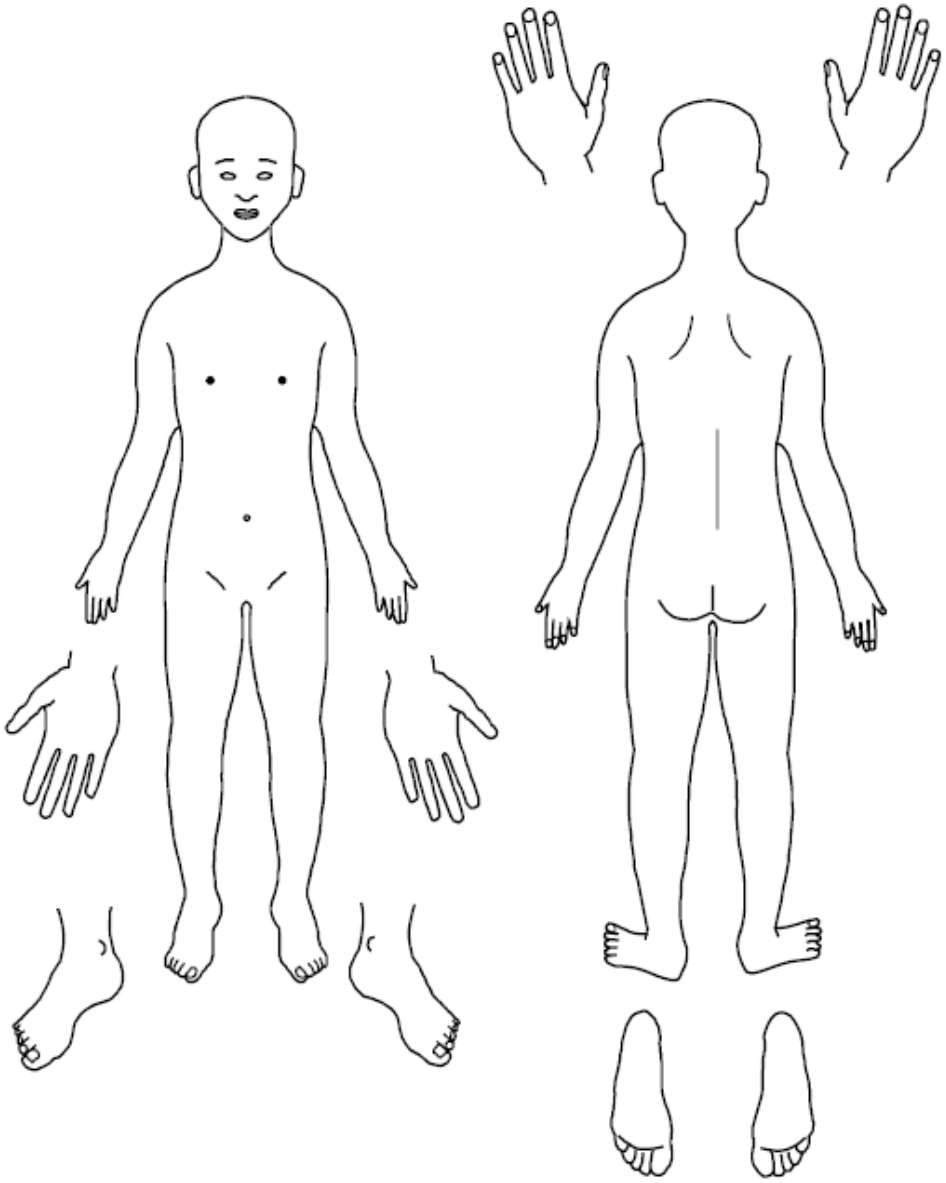
Actions taken			
Date	**Person taking action**	**Action taken**	**Outcome of action**

Name: **Designation:**

Copied to:

Appendix D: Body/Skin Maps

It is vital that this document is used ONLY for recording observations made in the normal school routine. UNDER NO CIRCUMSTANCES should staff examine a child



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____

Any additional information

Appendix E: Remote Learning: protocol for using Microsoft Teams with students

The addition of Microsoft Teams to our remote learning offering provides us with the opportunity to add a layer of synchronous teaching to the students. This will enable a greater degree of interaction and support. As with any change in the way we do things, it is vital to ensure that we remain aware of our established policies and procedures and consider what these mean for our new ways of working at this time. Below are the key points to remember when working remotely, whether synchronously or asynchronously, from a safeguarding perspective. This is an updated version of the document circulated before the holidays:

1. Our existing policies (e.g. safeguarding, ICT acceptable use, social media) are still applicable. Please remind yourself of these policies if necessary.
2. Communication must remain professional in order that we don't put ourselves at risk of an allegation being made against us.
3. During synchronous teaching we recognise that there will be times when it is either necessary or appropriate to use your camera (e.g. to demonstrate something) and/or ask a student(s) to turn on their camera's (e.g. for small group discussion). Staff should use their discretion and professional judgement as to when to do this and should be mindful of the potential pitfalls, especially in relation to the safeguarding of both themselves and the students. The flip side regarding safeguarding is that if we can check in visually on our students, we can be surer that they are safe and in good health.
4. 1 to 1 sessions on Teams: We recognise that certain staff will need to enter into a one to one video call with a student and have circulated a 1 to 1 protocol to these members of staff. We have sent this agreement to all parents and a list of those who have responded granting permission for their daughters to have 1 to 1 sessions can be found Here
5. The following bullet points outline principles of good practice principles to use when communicating remotely via Teams, especially if you are using your camera:
    - Ideally be sat at desk or table in a public room.
    - Be professionally dressed.
    - Think about what is in the background (if you are in front of a bookcase check what titles can be seen and that there is nothing inappropriate!).
    - Only use your school account.
    - When you begin, start off in audio and introduce yourself and, if necessary, then say that you are about to activate your camera.
    - We anticipate that normally students would have their cameras off but recognise that certain situations would benefit from students turning their cameras on. If you are using this functionality then please be mindful of point 3 above.
    - With larger classes we would suggest that you get students to mute their microphones to reduce background noise. It is better if they ask questions via the 'chat' function or for you to ask questions to specific students who can then turn on their microphone and respond. However, you may want to experiment with this depending on group size and nature of what you are doing.
    - If you witness any inappropriate behaviour during a session, please contact the relevant member of staff (Form tutor and/or Head of Year).
    - If you see / hear anything that causes you concern from a safeguarding perspective, please either log it on CPOMS or email one of the safeguarding team.
    - Ensure that you log out at the end of the session.

Expectations of students:
When using Teams, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Participating from an environment that is quiet, safe and free from distraction.
- Ideally you should be sat at desk or table.
- You must be dressed appropriately for class: uniform is not required – but no pyjamas either!
- Consider what is in the background when using your camera.
- At the start of the lesson ensure that your camera is off and that your microphone is muted, although the teacher may ask you to turn your microphone and/or camera on when appropriate.
- Interact patiently and respectfully with your teachers and child's - chat is monitored and the same etiquette applies to chat as it does for email.
- You must NOT record each other's online interactions or take photos of teachers during a face-to-face session.
- You must only use your school account and only use Teams to interact with people from the St. Swithun's community.

Expectations of parents/guardians

- Provide your daughter with a workspace that is quiet, safe and free from distraction with an adult nearby if necessary.
- Remote learning is a different experience that brings teaching into the home. The same expectations apply as a regular taught lesson, meaning that interaction in these lessons is only between the teacher and the students.
- Ensure that communication through Teams is only between teachers and students. Any parent to teacher communication should be done via email.
- Parents may not record, share or comment on public forums about individual teachers.