



# Mayville High School

## SAFEGUARDING CHILD PROTECTION POLICY AND GUIDANCE

This policy is applicable to all pupils, including those in the EYFS

This policy is published on the school website under *General Information - Policies*.

Our safeguarding policy and associated regulatory policies are reviewed at least annually.

The School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. In line with this commitment, this policy should be read in conjunction with the other key safeguarding policies, which are listed at the end of this document.

This policy has been written with due regard to the following publications;

***Keeping Children Safe in Education (September 2020) (KCSIE)***  
***Disqualification under the Childcare Act 2006 (February 2015 as amended)***  
***What to do if you are worried a child is being abused (March 2015)***  
***Working Together to Safeguard Children (September 2018)***  
***Information Sharing (March 2015)***  
***Prevent Duty Guidance for England and Wales (March 2015)***  
***The use of social media for on-line radicalisation (July 2015)***  
***The use of social media for on-line radicalisation***  
***The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))***  
***CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))***  
***Promoting the education of looked after children***  
***Mental Health and behaviour in schools (March 2015)***  
***Counselling in schools: a blue print for the future (March 2015)***

### **KCSIE**

All staff must read at least part one of the Keeping Children Safe in Education September 2020 statutory guidance as well as Annex A. This is issued on joining the school along with the Child Protection and Safeguarding Policy and the Staff Code of Conduct. Any updates are distributed to existing staff immediately following publication of a new edition of KCSIE. All staff are required to sign a declaration saying that they have read and understood it. For staff whose first language is not English or for whom reading English is difficult the School will take steps to ensure that they understand the key information.



However, it is not simply a matter of implementing policies; the spirit in which we conduct school life is of central importance to the safeguarding of pupils. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting **in the best interests of the child** at all times. 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 school and college staff should identify children that may benefit from early help. 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. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care. In the first instance staff should generally discuss any potential referral with the designated safeguarding lead, who in most instances would make any referral. Staff may be required to support social workers and other agencies following any referral.

As defined in KCSIE safeguarding and promoting the welfare of children is 'protecting children from maltreatment; 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; and taking action to enable all children to have the best outcomes.' The term children includes everyone under the age of 18 in this regard.

PSCP Portsmouth Safeguarding Children Partnership  
LACS Local Authority Children's Services  
LADO Local Authority Designated Officer, responsible for dealing with allegations, (now can be referred to simply as Designated Officer or Team of Officers)  
DSL Designated Safeguarding Lead  
DDSL Deputy Designated Safeguarding Leads  
DBS Disclosure and Barring Service  
SCR Single Central Register

### The Children Act (1989): Legal Requirements and Responsibilities

The Children Act (1989) makes it a legal requirement that teachers should be aware of the signs that may indicate child abuse. If signs are observed, staff are required to follow a specific procedure, as set out below. Failure to do so may result in legal action.

The purpose of The Children Act (1989) is to protect the welfare of children. It is the School's policy to comply with the Act and with the Hampshire County Council Child Protection Procedures in liaison with the Portsmouth Safeguarding Children Partnership – the inter-agency authority established in 2006 as a result of the 2004



Children Act. All children without exception have the right to protection from abuse regardless of gender, pregnancy or maternity, race, religion and belief, cultural, social or linguistic background, political views, sexual orientation, gender reassignment, SEN and disability.

All staff, trustees and volunteers should be familiar with the School procedures under The Children Act (1989) and accepting the legal and moral responsibilities placed upon them, take necessary action to ensure child welfare and protection.

### **The Trustees**

The Trustees undertake an annual review of the School's Child Protection policies and procedures and of the efficiency with which the related duties have been discharged, so that any deficiencies or weaknesses can be remedied without delay. The Safeguarding Trustee checks the SCR once a term with the Headteacher and HR Manager to ensure that the appropriate checks have been made on staff joining the School. Safeguarding is a permanent agenda item for every Trustee Board meeting and the latest copy of the Safeguarding Policy is always signed off by the Chair of Trustees. The DSL gives an annual report to Trustees in April. Whilst the Safeguarding Trustee monitors the day to day implementation of the policy, the Trustee Board recognise that the responsibility for safeguarding lies with the Board as a whole, including its annual review of safeguarding.

### **Training**

All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff receive safeguarding and child protection updates (either via email or in staff meetings) as required on a termly basis so that they have the skills and knowledge to safeguard pupils effectively. When new staff join the School they are required to undergo training with the DSL. Voluntary and temporary staff who work with pupils are made aware of the arrangements and those who work with pupils regularly are also required to undergo the same level of training as full or part-time colleagues.

### **Safeguarding Team**

The DSL and Deputy DSLs and Headteacher are trained every two years in child protection, *Prevent* and inter-agency working by the local authority and they attend further child protection courses to ensure that they stay abreast of child protection issues. The team attend network meetings run by the local authority, which are held termly and focus on inter-agency work. The Deputy DSLs are trained to the same standard as the DSL. The DSL, two of the DDSs, the Headteacher and Deputy Head as well as the Safeguarding Trustee and HR Manager are all trained in Safer Recruitment.

The Safeguarding Team comprises:-



➤ Mrs G Rickards (Senior Assistant Head and member of the Senior Management Team) is the nominated DSL whose duties include having responsibility for the welfare and progress of looked after children (as and when the school has any) children in need and children in danger. She works with the Virtual School Head (from the Local Authority) to discuss how any funding can be best used to support the progress of these pupils in the School. Mrs G Rickards receives updated training at least every 2 years. Her contact details are: [g.rickards@mayvillehighschool.net](mailto:g.rickards@mayvillehighschool.net)

### Deputy DSLs

Whilst the DSL may delegate tasks to any of the deputies below the ultimate responsibility for safeguarding across the School lies with the DSL.

- Ms Caroline Ross (Assistant Head of the Junior School)  
[c.ross@mayvillehighschool.net](mailto:c.ross@mayvillehighschool.net)
- Mr William Schmit (Assistant Head of the Junior School)  
[w.schmit@mayvillehighschool.net](mailto:w.schmit@mayvillehighschool.net)
- Mrs Charlotte Reid (Assistant Head – Clarendon House)  
[c.reid@mayvillehighschool.net](mailto:c.reid@mayvillehighschool.net)
- Mrs Alison Prismall is responsible for safeguarding within the EYFS to age 8 and Mr Meli assists her.  
[a.prismall@mayvillehighschool.net](mailto:a.prismall@mayvillehighschool.net)  
[r.meli@mayvillehighschool.net](mailto:r.meli@mayvillehighschool.net)
- The training which the DSL has undergone matches the description given in KCSIE Annex B and this is also reflected in her job description.
- **PHONE NUMBER**: all of the members of staff named above can be contacted via the School Office. 023 92734 847
- Safeguarding Trustee Mrs Joyce Scoins [joycehelen1@hotmail.co.uk](mailto:joycehelen1@hotmail.co.uk)

All staff on the Safeguarding team receive annual inter-agency working training as well as informal updates.

### **Induction**

Induction training for all new members of staff, temporary staff and volunteers includes substantial coverage of the following documents:-

- the school's child protection policy (all staff are given a hard copy and are shown where to view an electronic copy) which includes information about the identity and role of the DSL and any deputies;
- the staff code of conduct/behaviour policy which includes robust guidelines on how to interact appropriately in the school environment;
- staff / pupil relationships in respect of social media communications.



- whistleblowing procedure
- the acceptable use of technologies policy
- the pupil behaviour policy;
- the school's safeguarding response to children who go missing from education (children missing education policy to be provided);
- on-line safety;
- a copy of the school's **Prevent Policy**
- a copy of Part 1 of KCSIE (and, in effect, Annex A also, for those who work directly with children They are required to sign a declaration that they have received, read and understood it.

All staff are trained to manage a report of child on child sexual violence and sexual harassment.

All staff receive update training by the DSL on inset days at the start of each term (ie 3 times a year) and receive updates at other times by twilight training, if an update is signalled.

Members of the Safeguarding Team, the Headteacher and the school office staff hold contact details for the Portsmouth Safeguarding Children's Board LA Designated Officer or Team of Officers and other Children's Services.

### **Portsmouth Safeguarding Children's Partnership**

Further details about the (Portsmouth Safeguarding Children's Partnership) PSCP and their procedures can be found at:

<https://www.portsmouthscb.org.uk/>

### **External Agencies and Contacts**

The Portsmouth Safeguarding Children's Partnership procedures (Portsmouth PSCP) can be found on <https://www.phew.org.uk/case-studies/portsmouth-safeguarding-children-board/>

Mayville High School operates safeguarding procedures in line with locally-agreed inter-agency procedures.

This website also gives emergency contact information which is regularly updated.

Local Authority Designated Officer /Team of Officers:

**Hayley Cowmeadow**

[LADO@secure.portsmouthcc.gov.uk](mailto:LADO@secure.portsmouthcc.gov.uk)

**02392 882500**



The school contributes to inter-agency working and works with the Portsmouth Safeguarding Children's Board and has signed up to their protocol arrangements.

MASH: 0845671 0271 or 023 92 688793

Emergency Duty Service (out of hours): 0300 555 1373

As well as taking referrals, Portsmouth MASH will provide advice about cases that do not meet their threshold, as well as signposting support available from other agencies. Local authorities will also provide assistance through their Early Help Teams, working on the basis that early intervention can provide the help necessary to address risks and prevent issues escalating. This will usually involve inter-agency working. Use of the SAF (Single Assessment Framework) and MASH (Multi Agency Safeguarding Hub) may be appropriate. If a child is in danger of significant harm, the Children's social care team will of course act immediately.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels maybe open to them:

- general guidance on whistleblowing can be found via [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Normal referral processes are also available when there are concerns regarding children who may be at risk of being drawn into terrorism. However, all concerns linked to radicalisation will be shared with the local Prevent Officer Charlie Pericleous and at Portsmouth City Council. His email address is [charlie.pericleous@portsmouthcc.gov.uk](mailto:charlie.pericleous@portsmouthcc.gov.uk)

The discussion with Prevent will ensure that the correct level of intervention is actioned, which may be Channel or a referral to Children's Social Care.

Alternatively, if you have concerns, you can contact the local police force in person at Winston Churchill Avenue, Portsmouth PO1 2DG

Or dial 101 (the non-emergency police number)

Or the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Trustees: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)





## **Referrals**

Whilst it will usually be the DSL who makes a referral, ANYONE can make a referral if necessary. Equally, whilst a referral will usually be made in consultation with parents or guardians, where there is suspected significant harm involved, consent is obviously not required. Parental consent is not required for referrals to statutory agencies. With due regard to KCSIE all staff are asked to read the Whistleblowing Policy on admission to the school as part of their induction procedure. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

## **Early Help**

Mayville High School understands the need to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing the concerns when situations don't improve, sharing information quickly and challenging inaction. All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The School recognises the difference between children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported to Children's Social Care immediately; the latter will lead to inter-agency assessment using local processes, including use of the single assessment framework and team around the child approaches. Social Care Team contact: 023 92 839111

## **Recruitment**

In compliance with the Independent School Standards Regulations, the School operates safe recruitment procedures encompassing criminal records checks, prohibition orders (for both teaching and management), "disqualification" and all other checks as required by the Disclosure and Barring Service (please see Recruitment Policy). No facilities contractor comes on site without the knowledge of the school office or Headteacher. Unless the School has received a written statement demonstrating safe recruitment practices from the contractor in question, they are accompanied by a member of the school office at all times when there are pupils on site. Major works are undertaken out of school hours or out of term time, wherever possible.



## **Referral to the DBS**

The School will report to the Disclosure and Barring Service, within one month of leaving the School any person (whether employed, contracted (supply teachers), a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal, non-renewal of a fixed-term contract; no longer engaging. Refusing to engage a supply teacher provided by an employment agency; terminating the placements of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Referral may also be made to the **Teacher Regulation Agency** where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. The referral will be made as soon as possible after the resignation, removal or redeployment of the individual. Reasons for referral may be unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a **TRA** referral.

The DBS Referral Form & DBS Referral Instructions (available from the DBS website [www.homeoffice.gov.uk/DBS](http://www.homeoffice.gov.uk/DBS)) identifies the information and documents that should be provided at the time a referral is made, including those that are legally required. The address for DBS referrals is PO Box 181, Darlington, DL1 9FA (tel no. 01325 953795).

## **Essential Information**

1. The Safeguarding Team: as previously stated.
2. Categories of Child Abuse

*It should not be assumed that pupils at a school such as Mayville will not be subject to abuse. A watch for signs should be kept and any suspicions, however slight, passed on to the DSL. It is essential that staff are sympathetic and supportive and, when concerned, about the welfare of a child, always act in the best interests of the child.*

- 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 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 them. 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. (*A child who is forced to consume alcohol or to take drugs may be deemed to have suffered physical abuse.*)

- Sexual Abuse

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

- Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of



exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

### 3. Signs of Abuse

Signs that may, but do not necessarily, indicate abuse include the following. Please note that these are not exclusive categories:

- Neglect and failure to thrive:
- Hunger/tired/underweight and small for chronological age;
- Delays in language and communication;
- Cold, mottled skin;
- Dirty/smelly/unkempt/dry sparse hair;
- Inappropriate clothes/footwear;
- Swollen limbs with sores which are slow to heal;
- Untreated medical problems;
- Stealing, scrounging or scavenging – food, money, clothing;
- Diarrhoea caused by tension, poor diet, poor hygiene;
- Unresponsiveness or indiscrimination in relationships with adults;
- Lack of parental involvement;
- Maintaining a frozen position for an unnaturally long time;
- Destructive tendencies;
- Late to school/attendance issues;
- Depressed/anxious/low self-esteem;
- Attention seeking/withdrawn;
- No peer relationships/lonely;
- Running away;
- Physical Abuse:  
Be suspicious of:
  - Bruising that cannot be accounted for by participation in games, play or as a result of a child's normal activity;
  - Finger/teeth marks;
  - Burns and scalds with clear outlines, or of uniform depth over a large area, small round burns, or splash marks above a main scald;
  - Spiral, chip or rib fractures or multiple fractures;
  - Multiple injuries;
  - Aggression;
  - Unusual behaviour, obsessive;
  - Jumpy, easily startled;



- Regularly saying they feel unwell;
- Vague or changing explanations for injuries; accounts that are not compatible with the injury;
- Delay in seeking treatment or failure to attend medical appointments.

#### Sexual Abuse:

- Sexually precocious behaviour or promiscuity;
  - Sexualised drawings, writing, play;
  - Sudden poor performance at school, or regression;
  - Poor concentration;
  - Use of drugs and/or alcohol;
  - Poor self-esteem/self-image;
  - Stomach/headaches;
  - Suicidal or self-harm;
  - Confusion of affection with sexual behaviour;
  - Sexual abuse/sexual bullying of other children;
  - Eating disorders or sleep disturbance;
  - Being withdrawn or depressed;
  - Fear of new situations;
  - Unexplained sums of money or gifts;
  - Associating with unknown adults or other sexually exploited children;
  - Reduction in interaction with family and friends;
  - Older boyfriend/girlfriend;
  - Using sexual language that is beyond expected knowledge for age;
  - Obsessed with sexual matters;
  - Fearful of undressing;
  - Failure to attend school;
  - Going missing from home or regularly coming home late
- Emotional Abuse:
- Developmental delay, either physically, emotionally or intellectually;
  - Over-reaction to mistakes;
  - Sudden speech disorders;
  - Fear of new situations;
  - Lack of concentration;
  - Wild imagination;
  - Inappropriate emotional responses to stressful situations;
  - 'Neurotic' behaviour such as rocking, hair twisting;
  - Extremes of passivity or aggression;
  - Drug or alcohol or solvent abuse;
  - Eating disorders or self-harm;
  - Compulsive stealing;
  - Fear of parents being contacted;
  - Suicidal thoughts;
  - Stomach/headaches;
  - Seeking attention
  - Bullying;



- Truancy;
- Blaming themselves for family problems;
- Loner/withdrawn;
- No affection;
- Inability to form relationships or avoiding doing things with other children;
- Depression or anxiety;
- Disparity between attainment and ability;
- Behaving much younger than their age or behaving like an adult;
- Believing they are bad, evil or possessed.

#### 4. Specific safeguarding issues

Training for staff has been provided on a number of specific safeguarding issues including:-

- gangs and youth violence,
- domestic violence,
- mental health,
- cyber-bullying,
- sexting,
- drugs,
- radicalisation and the Prevent strategy,
- forced marriage,
- child exploitation (CSE) and female genital mutilation (FGM)
- HBV (honour-based violence).

Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Staff should be aware of the key indicators of children being **sexually exploited** which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

For further details please use the link to access the Home Office/DfE document:  
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>



FGM is illegal in the UK and is a form of violence against women and girls. Staff need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. The school will report to the police and social services all suspected cases of FGM.

Staff should be watchful for any pupil showing signs of radicalisation or extremism (as defined within the Prevent duty guidance document 2015 – see below) and report any concerns to the child protection officer. This would be in keeping with professional responsibility for the child's welfare and legal requirements set out in the Counter Terrorism & Security Act 2015. The DSL will share concerns with the local Prevent team, who will support the School, either by escalating the matter or providing guidance. Many of the signs associated with this type of abuse are the same as the signs linked to the four main categories of abuse but staff should also be watchful for:-

- Change in behaviour
- Possession of extremist material
- Expression of extremist views
- Unhealthy level of fixation or obsession with religious or political views/issues
- Socialising with people known to have extremist views.

Definitions from KCSIE 2020 (September):

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

'Extremism' is defined as vocal or active opposition to our fundamental British values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of our armed forces.

### **CSE (Child sexual exploitation) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual activity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and / or will be to the financial benefit or other advantage of the perpetrator. The abuse can be perpetrated by individuals or groups, males or females, children or adults. The abuse can be one-off or can be a series of incidents over time. It can involve force and / or enticement – based methods of compliance and may or may not be accompanied by threats of violence or violence. Victims can be exploited even when activity appears consensual and exploitation can take place in person or online.



## Children Missing Education

Staff should be aware that a child going missing from an education setting is a potential indicator of abuse or neglect, particularly when it is repeated. Staff should alert the Headteacher immediately if a child is missing and follow the Lost Child policy.

In the absence of the Headteacher, the Senior Deputy Head or either of the Assistant Heads (Pastoral) should be contacted and in the absence of both the Main Office should be alerted and School procedures will be followed. All pupils are added to the admissions register with two emergency contact numbers on entry into the School and registered twice daily (before 9.30am and between 2.10pm and 3.45pm). The Registrar will notify the relevant local authority of any pupil (of compulsory school age) who leaves the School due being home educated, distance from School, health reasons or being permanently excluded. The LA will also be notified of any pupil joining or leaving the school at an unusual time. A forwarding address must be requested if appropriate.

## **Sexting (Youth produced sexual imagery):**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace.

Recent NSPCC research has illustrated that when children are asked what they understand by the term sexting, they are more likely to say it is writing and sharing of explicit messages with people they know. This is unlikely to amount to a criminal offence.

However, online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery (termed youth produced sexual imagery) involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

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

All incidents of this nature should be treated as a safeguarding concern.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and will be reported to the police.

Children sharing adult pornography, exchanging sexual texts or downloading sexual imagery from the internet may be a safeguarding matter but is unlikely to be criminal. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures (below) and refer to the Safeguarding Team as soon as possible.





### **Procedure for dealing with an incident where Sexting is suspected:**

- a. If the member of staff has reasonable grounds to suspect a device contains evidence in relation to an offence, or contains a pornographic image of a child or an extreme pornographic image, such material should not be deleted, the device should be confiscated and set to flight mode or turned off. The DSL will give the device to the police as soon as reasonably practicable. Staff should not intentionally view, copy or print the youth produced sexual imagery.
- b. The DSL should hold an initial review meeting with appropriate school staff assigning two members of staff (at least one DSL trained) to the subsequent interviews with the children involved (if appropriate).
- c. Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- d. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Services or the Police as appropriate.
- e. Immediate referral at the initial review stage should be made to Children's Services/Police if:
  - i. The incident involves an adult;
  - ii. There is reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
  - iii. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
  - iv. The imagery involves sexual acts;
  - v. The imagery involves anyone aged 13 or under;
  - vi. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- f. If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Services or the police.

In applying judgement, the DSL will consider if:

- i. there is a significant age difference between the sender/receiver;
- ii. there is any coercion or encouragement beyond the sender/receiver;
- iii. the imagery was shared and received with the knowledge of the child in the imagery;
- iv. the child is more vulnerable than usual i.e. at risk;
- v. there is a significant impact on the children involved;
- vi. the image is of a severe or extreme nature;
- vii. the child involved understands consent;
- viii. the situation is isolated or if the image has been more widely distributed;
- ix. there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- x. the children have been involved in incidents relating to sexting before.



The DSL will record all incidents of sexting, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

### **Sexual violence and peer on peer abuse between children**

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Unfortunately, children can abuse their peers in this way. With Sexual acts, consent needs to be considered. The age of consent is 16, can never be given by a child under the age of 13 and cannot be given if a person is under the influence of alcohol or drugs. Consent can also be withdrawn at any time. Any sexual activity without consent is a crime.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying and cyberbullying;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;  
**upskirting is a criminal offence**
- Sexting;
- Initiation / hazing type violence and rituals;

### **How the School minimises peer on peer abuse**

The PSHE programme teaches the legislation governing **consent**. The programme trains pupils in anti-bullying strategies, defines the categories of abuse, addresses issues such as up-skirting, bra flicking, cyber-bullying etc. The school has an anti-bullying team in association with the Diana Award and we promote respect for all, well-being and tackle issues that arise through assemblies, dedicated days such as Respect for All Festival. There is a Diversity Group that promotes respect for disabilities, religions, LGBTQ and multi-cultural issues.

### **Mental health**

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. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood,



adolescence and into adulthood. Where staff have a concern about the mental health of a child they will follow the child protection policy and speak to the DSL or one of the deputies.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. Information can be found in the **Mental Health and**

**Behaviour in schools guidance** as well as in **Preventing and tackling Bullying, Promoting children and young people's emotional health and wellbeing.**

## **Opportunities to teach safeguarding**

As part of the PSHE programme, the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all senior pupils) and Health Education are taught.

## **Sexual harassment**

Sexual harassment is described as 'unwanted conduct of a sexual nature' that can occur online and offline (DfE guidance December 2017). Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

This can take the form of sexual comments, sexual "jokes" or taunting, physical behaviour (e.g. deliberately touching someone, displaying photos or drawings of a sexual nature) or online (e.g. sexting, inappropriate sexual comments on social media), sexting, initiation / hazing-type violence and rituals.

It is often considered more likely that girls will be victims of male harassment but all peer on peer abuse is unacceptable and will be taken with the utmost seriousness.

Sexual harassment will not be tolerated and will be dealt with following the School's disciplinary policy.

## **Serious violence**

Staff should be aware of indicators, which may signal that pupils are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also be indicators that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff should be aware of the associated risks and understand the measures in place to manage these. Advice can be found here in the following publications from the Home Office. ***Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines.***

## **Procedure for dealing with an incident**



Harmful sexual behaviours (online and offline) will be treated in a child protection context. The DSL will assess the risk to the child/ children taking into account:

- The wishes of the victim
- The nature of the alleged incident
- The ages of those involved and any power imbalance between the perpetrator and victim
- If a child has been harmed, is in immediate danger, or is at risk of harm a referral will always be made to Children's Services. The police are important partners if a crime might have been committed.

In the best interests of both children the School may remove the alleged perpetrator from any shared classes without making a judgment of guilt. If it is thought a crime has been committed disciplinary action may be taken ahead of outcomes from the justice system in the best interests of and with regard to the safeguarding of the victim. The DSL will work closely with the police so as not to jeopardise any police investigation. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened.

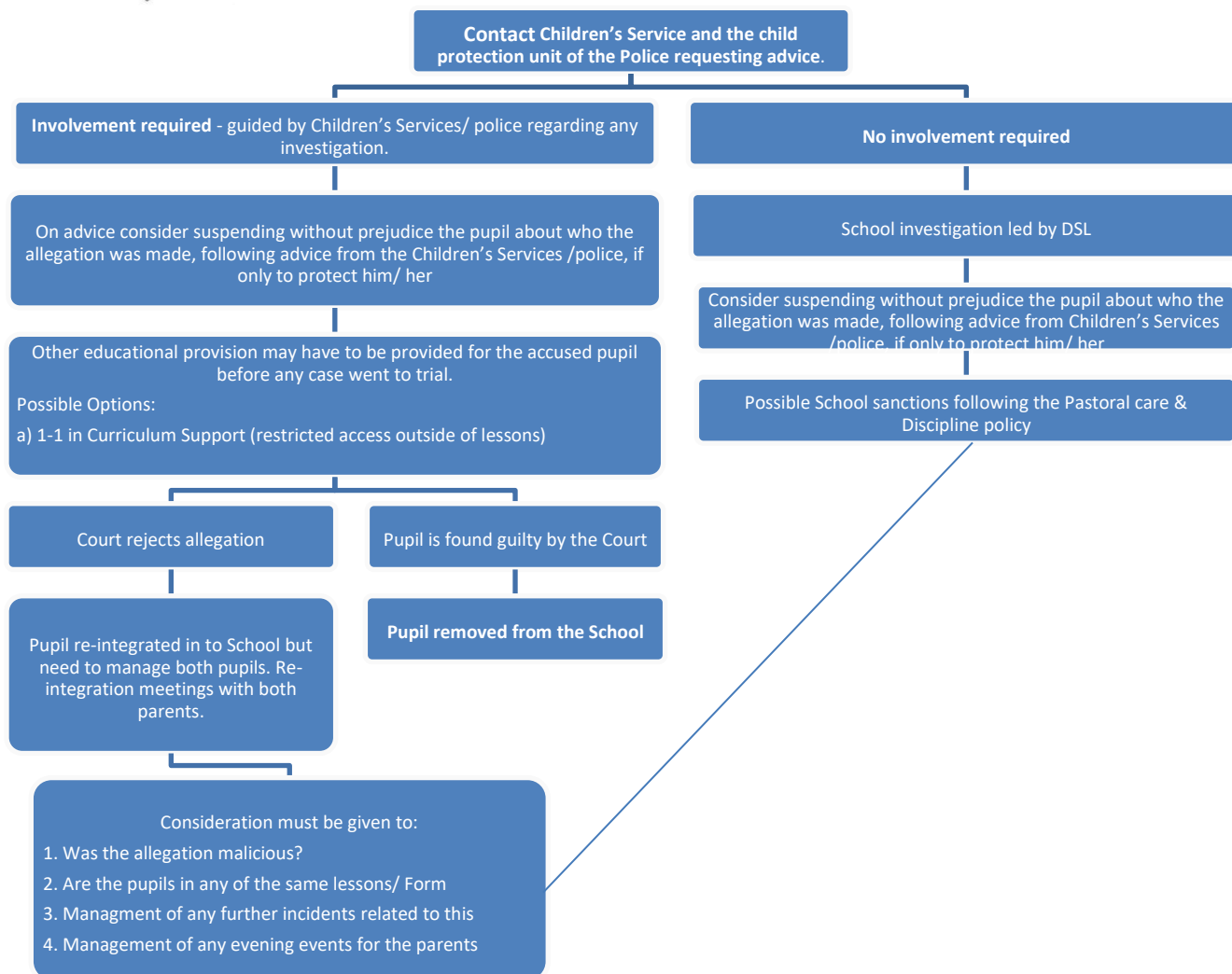
The School will act in the best interests, and consider the safeguarding, of the victim and the wider School population (DfE guidance May 2018).

### **Managing allegations of sexual assault in schools**

The DSL in discussion with the Head will assess the risk to the child/ children taking into account:

- The wishes of the victim
- The nature of the alleged incident
- The ages of those involved and any power imbalance between the perpetrator and victim

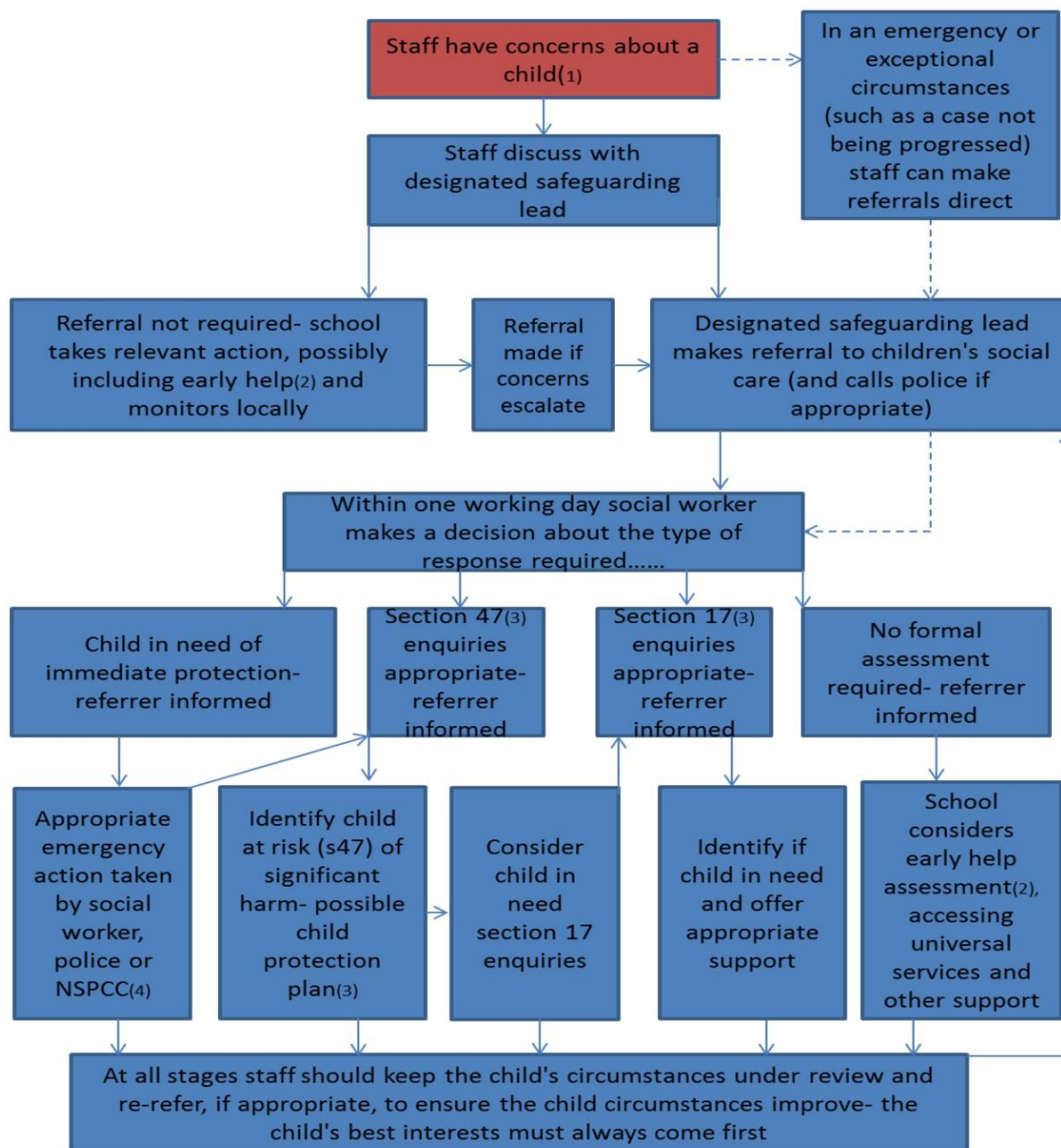
The flow chart below shows the processes in managing an allegation of peer on peer abuse including how victims and perpetrators will be supported:





## 5. Procedures

### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four KCSIE.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

(3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of Working together to safeguard children.

(4) This could include applying for an Emergency Protection Order (EPO).





It will usually be the DSL who makes a referral to Children's Services, but it is important to note that any staff member can refer their concerns to Children's Services directly, using the contact details above. If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow the up on a referral should that information not be forthcoming. Parental or pupil consent is not required for a referral to statutory agencies where there are concerns about the child's safety.

If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

If a member of staff, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 there is a specific legal duty on the teacher to report it to the police.

#### When to call the police

NPCC – When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

If a member of staff or volunteer suspects that a pupil is suffering abuse:

- The first priority is to ensure that the pupil is not in need of immediate medical attention.
- The matter should be passed to the DSL, one of the Deputies or the Headteacher as soon as possible. If the suspicions are slight, the member of staff or volunteer may wish to consult in confidence the DSL who will consult with the Headteacher. The matter should not be dealt with on a purely personal basis. The school will act with absolute openness and will listen to children. An act of whistleblowing will be taken seriously.
- All concerns, allegations and disclosures will be passed on to the relevant external agency for advice.
- The designated safeguarding lead will make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk or will contact the Local Authority Designated Officer or Team or Team of Officers in relation to allegations against someone working at the school and



will contact the police if a criminal offence is suspected. If an allegation is made against anyone working within the school all unnecessary delays will be eradicated. The school will not undertake any investigations without prior consultation with the local authority designated officer or team of officers, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

- The school recognises that it has a duty both to children in need of additional support and to children at risk of harm. The school will also endeavour to meet the needs of the child in whatever way they present. If however, there is a risk of immediate serious harm to a child, a referral must be made to children's social care immediately.
- At all stages, written reports must be kept.

If a pupil tells a member of staff or volunteer of alleged abuse:

In no circumstances should the child be ridiculed or rejected. The matter should be dealt with immediately and with urgency.

- The member of staff or volunteer must reassure the pupil that he/she has taken the right course of action in bringing this matter to the attention of an adult.
- Children rarely lie about these things; in cases of conflict the child's welfare must be a priority.
- The member of staff or volunteer should not make any promises of confidentiality. They should explain that they will have to share the information with people who can give practical help but that this will only be on a 'need to know' basis. The pupil should be told that the DSL and the Headteacher will need to know.

When explaining that information will have to be shared it is advisable to respond with:

*'I want to help you but to do this I will need to discuss the matter with someone else.'* and

*'I have a duty to inform the Headteacher. I have no choice.'*

- If the child withdraws allegations at this stage, the matter should still be reported to the DSL or the Headteacher.
- Members of staff and volunteers must not carry out a physical examination of the pupil and they should not take photographs of any injuries.
- Staff and volunteers must not ask for full details as:
  - 1) It is a very harrowing experience for the child; they will have to repeat what they have said to a social worker.
  - 2) The legal proceedings could be jeopardised as it could be argued that leading questions were asked by inexperienced staff.

However, a written record of what was disclosed should be made and sent to the Headteacher and DSL. (See below for information on written reports).

- If they can, while they are speaking, the member of staff or volunteer should write notes of what the pupil is telling them and any questions that were asked, all verbatim if possible. Original notes should be kept, however rough and even if they are written on the back of something else. It is what was written at the time that may be important later – not a tidier and improved version written up afterwards! If the member of staff does not have the means



to write at the time, they should make fully detailed notes of what was said immediately afterwards.

- Only minimum information necessary for clarification may be sought. Leading questions must be avoided. Questions such as “Did she / he do X to you?” should not be asked but questions such as “What do you want to tell me?” or “Is there anything else you want to say?” would be sensible. The member of staff or volunteer should stop asking questions as soon as the pupil has disclosed his or her belief that he or she has been abused.
- The matter should be referred immediately thereafter to the DSL or the Headteacher.
- If the disclosure takes place on a School trip or outing, the member of staff or volunteer should immediately tell the person in charge of the group. Contact should then be made with the DSL or the Headteacher.
- The member of staff or volunteer should not discuss it with pupils, parents, siblings or other members of staff. The Headteacher or the DSL will decide who else is to be informed. If allegations prove to be unfounded, reporting them to someone who is not directly involved with the care of the child may be deemed defamatory.
- The member of staff or volunteer should discuss with the Headteacher, the DSL or the person in charge of the trip whether any steps need to be taken to protect the pupil who has disclosed the abuse.
- The Headteacher or the DSL, as required by law, will inform the LADO as soon as possible, and certainly within 24 hours. Once the case is reported, it is then in the hands of the LADO. Neither the School nor individual members of staff may investigate cases of suspected or alleged child abuse; that is the function of the LADO. It can never be the School’s responsibility to question adults, including parents.
- The member of staff or volunteer should follow the requests of the Headteacher or DSL about what to do next.
- At all stages, written reports must be kept. (See notes on written reports).

If a member of staff or volunteer suspects that a pupil is about to make a disclosure:

- They should make every effort to allow the pupil to talk to them immediately.
- If the matter cannot be discussed immediately, then promise the pupil a specific time that day to talk. Reassure the pupil that he or she is doing the right thing by telling a member of staff and assure the child that he or she will be helped and protected. Try to meet as early in the day as possible; if matters need to be passed on to the local safeguarding agency it is much better if this is not done towards the end of a working day.
- In all cases where members of staff or volunteers consider that they have good cause to suspect abuse – including neglect and emotional ill-treatment – they should immediately report their suspicions to the DSL or the Headteacher. If the subject raised by the pupil appears sufficiently serious, the DSL or Headteacher should be informed immediately, before the time arranged with the pupil for discussion.

If a pupil has suffered physical injury:



- In the case of a physical injury that might be the result of abuse, medical help should be obtained immediately.
- A medical examination can only be carried out, with the pupil's consent.
- The Headteacher or the DSL must be informed. The family should not be contacted at this stage.

Allegations or suspicions of peer on peer abuse (incl Sexual violence or harassment):

- In most instances the conduct of pupils towards each other will be covered by our Pastoral Care, Behaviour Management Policy (Pastoral Care, Behaviour, Rewards and Sanctions Policy). However abuse is abuse, it is not acceptable and should never be tolerated or passed off as “banter” or “part of growing up”
- However, when dealing with abuse by one pupil or more against another pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm it is necessary to apply child protection procedures to both the abuser and the abused. This form of abuse will not be tolerated and will be referred to Children's Services for advice.
- If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.
- Support could be through the pastoral structure, counsellor, nurse or external agencies and cover both in School and extra-curricular activities.
- There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/ assaulted or boys being subjected to initiation/ hazing type violence).

Allegations or suspicions of abuse by a member of staff, supply staff or volunteer:

- Cordial relations between staff and pupils are essential to a happy, thriving school environment. However, in the interests of all parties, professional boundaries must be observed. Over-familiarity, however well-intentioned, can lead to serious moral and legal complications. No member of staff should ever place himself or herself in a position with a pupil that could compromise his or her integrity. It is vital that any allegations are cleared up quickly and independently.
- If there is an allegation or suspicion that a member of staff, supply teacher or volunteer has been involved in the abuse of a child, this must be reported immediately to the Headteacher, who will then inform the LADO. If the Headteacher is absent, the allegation must be passed to the Chair of Trustees or, in her absence, the Safeguarding Trustee. Staff may access contact details for the Chair of Trustees or CP Trustee from the school office.
- In the case that a supply teacher is alleged to have committed a safeguarding breach, the School will take the lead while keeping the agency informed and



involved. The School will never cease to use supply staff for safeguarding reasons.

- If the allegation concerns the Headteacher or one of the Trustees, the person receiving the allegation should immediately inform the Chair of Trustees (or in her absence, the CP Trustee) without notifying the Headteacher first. The Chair of Trustees is nominated to liaise with the LADO in case of allegations against the Head or another Trustee.
- If the allegation concerns the Chair of Trustees, the Headteacher and Safeguarding Trustee will inform the LADO. In cases of serious harm, the police should be informed from the outset.
- From then on, there is an obvious need to act with the utmost discretion. An allegation mistakenly made, whether for frivolous or malicious reasons, can jeopardise the career of a member of staff and the damage can become irretrievable. Equally, a genuine complaint can be swept aside on the mistaken assumption that it is a frivolous or malicious allegation, and this can be damaging to the child and to other children who may become victims. The safeguarding of the child must be paramount at all times.
- The matter must remain strictly confidential until the Headteacher or the DSL under the Headteacher's direction or the Chair of Trustees or CP Trustee has made contact with the Local Authority Designated Officer, who will advise on what steps are to be taken. The School will always give due weight of the views of the designated officer when considering suspension. Contact with the designated officer will take place within 24 hours. The school will never investigate allegations before first speaking to the designated officer. The designated officer's function is to provide advice and preside over the investigation or suspicion of abuse directed against anyone working in the school.
- As previously mentioned a referral to the Teacher Regulation Agency will be made where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, due to "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction at any time for a relevant offence". The school recognises that there is a legal duty to refer to both the Teacher Regulation Agency and DBS, and that referral applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. A referral will be made as soon as possible after the resignation, removal or redeployment of the individual. Please also see Staff Protection Policy, in addition to the guidance already included within this policy.)
- EYFS: the school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children on the premises whether the allegations relate to harm or abuse committed on the premises or elsewhere.
- Discussions should be recorded in writing and any communication with both the individual and the child / children agreed. These notes, together with all forms of evidence must be kept by the member of staff involved and handed to the DSL.





- A report should include:
  - 1) Your name and your position in the School/relationship to the child; e.g. tutor
  - 2) the time and date;
  - 3) the nature of the concern;
  - 4) the party or parties involved;
- 5) any steps requested;
- 6) any steps taken, including, if appropriate, any steps taken to protect the victim;
- 7) If physical abuse has occurred, a diagram to show where the marks are on the body and a description of the marks, if they are visible to you without removing clothing;
- 8) questions you have asked the pupil and their response, verbatim if possible;
- 9) How the pupil appeared – did they appear anxious, tearful, calm, etc.
- If the matter is dropped, the report should indicate the reasons for the original concern and the reasons why it was not pursued;
- A copy of the report and any notes should be kept indefinitely within the school's storage system.

### Pupils with SEND

It is acknowledged that pupils with SEND can face additional safeguarding challenges, including vulnerability to peer on peer abuse. Additional barriers can exist when recognising abuse and neglect. This can include:

- Indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils with SEND can be disproportionately impacted by bullying without outwardly showing any effects;
- Communication barriers and difficulties in overcoming these barriers.

Staff should therefore pay particular attention where a pupil with SEND is exhibiting any sign of distress.

### Pupils missing from education

The School will inform the LEA of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;





- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe h/she will be returning to the school at the end of that period;
- has been permanently excluded.

Notification to the LEA will happen as soon as the above grounds for removal from the register are met.

**Admission and deletion from the school roll:** where a pupil's name is going to be deleted from the register, the school will inform the LEA before deletion where the following cases apply: when the child is going to be home-educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than 4 months or has been permanently excluded. The School's Admission Register will contain the name of the destination school notified by the parent and the first day of attendance. The School will notify the LEA when either a pupil is added to the pupil roll or when a pupil is deleted at non-standard transitions. The School will work with the LEA to make a joint decision as to whether a pupil may be deleted from the roll where there has been non-return further to a sustained period of non-authorised absence.

Details of admissions and leavers is sent to The Attendance Monitoring Service, The Civic Offices, Floor 2, Core 1, Portsmouth PO1 2EA. Tel: 023 92 841419

### Whistleblowing

Where a member of the community feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels maybe open to them:

- general guidance on whistleblowing can be found via [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 7. Practical Advice

Avoiding the risks of allegations of physical or sexual abuse or harassment:

All staff and volunteers, particularly those acting in any teaching, pastoral or co-curricular capacity which places them in a one-to-one situation with pupils (such as one to one tuition, music, performing arts or sports coaching), should take great care not to put themselves at risk of any suspicion or allegation of physical or sexual abuse or harassment. Leave the door open and let another member of staff know when you are likely to be on your own with a pupil and ask them to check on you at regular intervals.



It is an offence for a person in a position of trust, such as a teacher, to engage in a sexual relationship with a child under 18 even if, in the case of those over 16, the relationship is consensual.

To give staff and volunteers protection from such allegations, and in particular those who teach on a one to one basis in the performing arts or sports coaching, the following guidelines are suggested:

- A member of staff should never speak to, or touch, a pupil in a manner that could be construed as having sexual overtones or that could be interpreted as physical assault. Remember, it is the action rather than the intention that may subsequently give rise to problems.
- Members of staff should be cautious of e - communications with pupils. If they do communicate electronically they should ensure that the communication is both necessary, appropriate and that it cannot be misconstrued. Official school email accounts should be used for teaching and learning purposes only. Personal telephone numbers should never be given out to pupils.
- If it is suspected that a pupil harbours a grudge, or has a particular attraction, towards a member of staff, a colleague should be present when dealing with individual disciplinary matters.
- Giving physical comfort is often the natural thing to do with an upset child. If a pupil is distressed and shows a need for comfort, any demonstration of comfort should be given in a public place and/or in the presence of colleagues who, if possible, are aware of the circumstances.
- Entertaining, coaching or teaching a pupil in a private place should not happen nor should individual tuition for a pupil in a teacher's home.
- Co-curricular activities often take place in situations remote from school and very occasionally in the absence of another colleague. Particular care should be taken to maintain professional standards and integrity.
- Conveying a pupil by car should be avoided wherever possible and, if necessary, should be done only after agreement with a member of the SMT. If circumstances do not allow agreement to be sought then a member of the SMT should be informed as soon as is practicable after the event.
- One-to-one meetings in private between a member of staff and a pupil, such as pastoral staff dealing with sensitive, confidential matters, should be approached with the utmost caution. The integrity and discretion of the pastoral staff should always be beyond reproach. If in any doubt, however, the following common-sense steps to protect yourself might include:
  - Making sure that any interviews are conducted in a room into which others might come at any time – such as a classroom – or into which others can see easily;
  - Having another colleague present, or, if that is not possible or appropriate, at least to be aware that the interview is taking place;
  - Leaving open the door if there is no visibility into the room;
  - In the event of an unforeseen situation, telephoning to make another colleague aware of the situation (and able to interrupt if necessary);
  - Sitting behind a desk and agreeing to keep notes as the interview proceeds.



#### 8. Disqualification: Early years and later years (under 8s) childcare – disqualification under the Childcare Act 2006.

The school does not employ people to work in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are “disqualified.”

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all early years provision during and outside school hours, including in school nursery and reception classes. Later years childcare means childcare for children under the age of 8. For children who are older than “early years” but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are not within scope of the regulations. For this age group, therefore, only provision which would be considered “childcare” (rather than education) is within the scope of the regulations. This essentially means our after-school care.

Volunteers, supply/agency staff, self-employed people, staff of other organisations contracted to provide childcare, Trustees who volunteer with the relevant groups or are directly concerned with their day to day management, fall potentially within the scope of the guidance. By contrast, those who are not involved in childcare are not within the remit of these regulations, for example, cleaners and kitchen staff.

All staff within this remit are required to sign a self-declaration statement. The date of all self-declarations is recorded centrally.

*In accordance with the Childcare Act 2006 and the Childcare Disqualification Regulations 2009, please confirm below that you are not knowingly “disqualified”.*

Signature..... Date.....

The grounds for disqualification include, in summary;

- being on the DBS Children’s Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children’s homes or being prohibited from private fostering;

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list.

In order to fulfil our duty to have regard to the guidance, the school has taken the following three steps:

- we inform relevant people of the legislation, including that they may be disqualified
- we take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified



- we keep records on the Single Central Register of staff employed to work in or manage relevant childcare and include the date disqualification checks were completed.

In taking steps to gather information, staff can be expected to disclose all their convictions and cautions including those which are spent.

By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified, or if there is doubt over that issue, then pending resolution they will be removed from the work from which they are or may be disqualified. They may be redeployed with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LA Designated Officer when appropriate.

We will inform Ofsted where we are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

### **Early Years Foundation Stage Policy on the Use of Cameras and Mobile Phones**

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the setting.

- Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings.
- Mobile phones must not be used in any teaching area within the setting or where children are present.
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make their families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with Parents/Carers must be made on the school telephone.
- During group outings nominated staff will be given permission to use a mobile phone in an emergency or for contact purposes.



- In the case of school productions, parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on social networking sites.

#### 9. How safeguarding and e-safety are taught to pupils

The PSHEE programme covers child protection issues in a sensitive way and commensurate with their age of development. The programme also covers how to stay safe on line and highlights possible pitfalls and dangers of internet use.

- [Teaching online safety in school](#) – DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.

Please see PSHEE and E-Safety Policy.

Staff should never think abuse is impossible in their School or group, or that an accusation against someone they know well and trust is bound to be wrong.

Remember that children and young people often tell other young people rather than staff or other adults about abuse.

This policy is available to parents and pupils on the School's website and on request.

The Child Protection Policy should be read in conjunction with the following policies all of which support the way in which safeguarding is implemented throughout the school.

These policies are available either on the website (<http://www.mayvillehighschool.com/our-policies>) or by email request to the Headteacher's PA Mrs Carter ([j.carter@mayvillehighschool.net](mailto:j.carter@mayvillehighschool.net))

Anti-bullying Policy

Mental Health Policy

Staff Code of Conduct

Early Years Camera, Mobile Phone and Camera devices Policy

Educational and off-site visits Policy

Health & Safety Policy



E - Safety Policy( which includes details on internet safety in the school, use of internet filters and the monitoring of usage and use of mobile technology)

Lost child Policy

Prevent Policy

Recruitment & Selection Policy

Staff Induction and Policy

Supervision Policy

Whistleblowing Policy

August 2014 and approved by the Trustees September 2014

January 2015, and signed off by Chair of Trustees.

Updated May 2015, following the publication of KCSIE March 2015. Signed off by Chair of Trustees

Updated September 2015, following the publication of KCSIE July 2015. Signed off by the Chair of Trustees.

Updated March 2016 and signed off by the Chair of Trustees.

Updated July 2016 and signed off by the Chair of Trustees

Updated September 2016 and signed off by the Chair of Trustees

Updated September 2017 and signed off by the Chair of Trustees

Updated April 2018 and signed off by the Chair of Trustees

Updated September 2018 (following reissuing of KCSIE 2018) and signed off by the Chair of Trustees.

Updated September 2019 (following reissuing of KCSIE 2019) and signed off by the Chair of Trustees and full Board

Updated August 2020 and signed off by the Chair of Trustees and full Board





## Appendix One:

<b>Job description for the Designated Safeguarding Lead (DSL and DDSLs)</b>	
<b>The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</b>	
<b>Summary of the role</b>	<ul style="list-style-type: none"> <li>• To take lead responsibility for all child protection matters (including online safety) occurring at the school and to support all other staff in dealing with any child protection concerns that arise.</li> <li>• To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils.</li> <li>• Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.</li> <li>• To promote and safeguard the welfare of pupils in the school.</li> </ul>
<b>Main duties and responsibilities</b>	<b>Further specifics:</b>
<b>Managing referrals</b>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• refer all cases of suspected abuse of any pupil at the school to the local authority children's social care;</li> <li>• support staff who make referrals to local authority children's care;</li> <li>• refer cases to the Channel programme where there is a radicalisation concern;</li> </ul>



	<ul style="list-style-type: none"> <li>• support staff who make referrals to the Channel programme;</li> <li>• refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (<b>DBS</b>); and</li> <li>• refer cases where a crime has been committed to the Police.</li> </ul>
<b>Work with others</b>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• act as a point of contact with the Local Safeguarding Children Board/safeguarding partners;</li> <li>• liaise with the Principal to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;</li> <li>• as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member;</li> <li>• liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) 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</li> <li>• to act as a source of support, advice and expertise for all staff.</li> </ul>
<b>Training</b>	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at least on an annual basis to allow them to understand and keep up with any developments relevant to their role in order to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• ensure each member of staff has access to, and understands, the school or school’s child protection policy and procedures, especially new and part-time staff;</li> </ul>



	<ul style="list-style-type: none"> <li>• be alert to the specific needs of children in need, those with special educational needs and young carers;</li> <li>• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;</li> <li>• understand the importance of information sharing, both within the school, and with the LSCB, other agencies, organisations and practitioners;</li> <li>• be able to keep detailed, accurate, secure written records of concerns and referrals;</li> <li>• understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;</li> <li>• be 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;</li> <li>• be able to 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;</li> <li>• obtain access to resources and attend any relevant or refresher training courses; and</li> <li>• encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.</li> </ul>
<b>Raising awareness</b>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that the school's child protection policies are known, understood and used appropriately;</li> <li>• ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Trustee Board regarding this,</li> <li>• ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and</li> <li>• link with the LSCB arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements</li> </ul>



<b>Child protection files</b>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible;</li> <li>• ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or college;</li> <li>• consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving</li> </ul>
<b>Availability</b>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during school hours (9 am – 6 pm) to discuss any safeguarding concerns; and</li> <li>• Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.</li> </ul>

Signed:

Position:

Date:



## **Appendix 2 Temporary addendum for COVID 19**

- Whilst the pandemic continues the School will ensure we can access advice from a trained DSL during periods of closure or remote working or if the usual DSL were to be unavailable for any reason such as illness.
- If pupils are on site, there will always be a member of the safeguarding team on site.
- Our safeguarding arrangements cover the safety of pupils while using online learning
- Staff only use school email accounts whilst teaching remotely and school devices.
- A separate member of staff will be employed to ensure the continued learning and pastoral care of pupils who are not yet able to return to school.