



MAYVILLE
HIGH SCHOOL
Founded in 1897

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 2021) (KCSIE)
Sexual violence and sexual harassment between children in schools and colleges (September 2021)
Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 21)
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)
CEOP's Thinkuknow website (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)
Schools COVID-19 operational guidance (August 21)
Actions for early years and childcare providers during the COVID 19 outbreak (August 21)

KCSIE

All staff must read at least part one of the Keeping Children Safe in Education September 2021 statutory guidance as well as Annex B. 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 received, 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 – in line with locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.

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 accept the legal and moral responsibilities placed upon them, and take the 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 recognises 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 (Deputy Head) 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

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.

- Mrs Jayne Williams (Deputy Head) j.williams@mayvillehighschool.net
- Ms Caroline Ross (Assistant Head of the Junior School) c.ross@mayvillehighschool.net
- Mr William Schmit (Assistant Head of the Junior School) w.schmit@mayvillehighschool.net
- Ms Charlotte Reid (Assistant Head – Clarendon House) c.reid@mayvillehighschool.net
- Mrs Alison Prismall is responsible for safeguarding within the EYFS and Mr Meli assists her. a.prismall@mayvillehighschool.net
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

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, which includes the policy and procedure for dealing with peer on peer abuse (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 deputies;
- the staff code of conduct/behaviour policy which includes the low level concerns policy as well as 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, which includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- 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 B, 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. Staff know that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

They are trained to be aware of their role in the local early help process as well as the process for making referrals to children's social care. Training also includes knowing what to do if a child tells them s/he is being abused, exploited or neglected.

All staff receive update training by the DSL on inset days at the start of each term (i.e. 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)
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 or mash@portsmouthcc.gov.uk

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

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

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

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) 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. 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, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes and /or videos can be signs that children are at risk.

3. 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 indiscriminate 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:-

- peer on peer abuse, sexual violence and harassment
- 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>

Female Genital Mutilation (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.

So-called ‘honour’-based violence (including Forced Marriage)

So-called ‘honour’-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Actions

If staff have a concern regarding a child who might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Radicalisation and extremism; 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 2021 (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.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to those who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead will 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 or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Domestic violence

Children living with violence in the home respond to their circumstances in many different ways. They may feel frightened, insecure and confused. Often, they learn to keep their feelings and fears to themselves – they may feel like the violence in their home life must be kept secret.

With support, children can begin to cope with and make sense of what has happened in their families. They can overcome the trauma of witnessing or experiencing violence and go on to live safe, happy lives.

Refuge believes that no child should have to live with fear or abuse. Our specialist staff understand the complex ways in which domestic violence can affect children. We can support them to rebuild their lives.

Effects of domestic violence on children

Many children do cope with and survive abuse, displaying extraordinary resilience. However, the physical, psychological and emotional effects of domestic violence on children can also be severe and long-lasting. Some children may become withdrawn and find it difficult to communicate. Others may blame themselves for the abuse. All children living with abuse are under stress. That stress may lead to any of the following:

- Withdrawal
- Aggression or bullying
- Tantrums
- Vandalism
- Problems in school, truancy, speech problems, difficulties with learning
- Attention seeking
- Nightmares or insomnia
- Bed-wetting
- Anxiety, depression, fear of abandonment
- Feelings of inferiority
- Drug or alcohol abuse
- Eating disorders
- Constant colds, headaches, mouth ulcers, asthma, eczema

Many people think that a child who has experienced domestic violence will inevitably become a perpetrator or a victim of abuse later in life. This is not true. Growing up in a violent home is a risk factor and some children who experience abuse do go on to be abusive in their relationships. But many do not. Instead they are repelled by violence because they have seen the damage it causes.

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

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

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

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

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

Different forms of harm often overlap. Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

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

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

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

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

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

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

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

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children Missing Education (7g)

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 during the school day and follow the **Missing Child** policy. In the absence of the Headteacher, the Deputy Heads 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.

The school's right under the regulations to delete a pupil for non-return within 10 school days after authorised leave of 10 school days or more, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause), does not arise until the school and local authority have jointly made reasonable enquiries as to the pupil's whereabouts and failed. The School will notify the local authority when a child or pupil fails to attend school regularly or is absent without leave for more than 10 school days (continuous).

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict

in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery and the National Referral Mechanism

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.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern

Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

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), will 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.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

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

Statutory children's social care assessments and services

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

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to

observe children day-to-day and identify those whose behaviour suggests that 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**.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

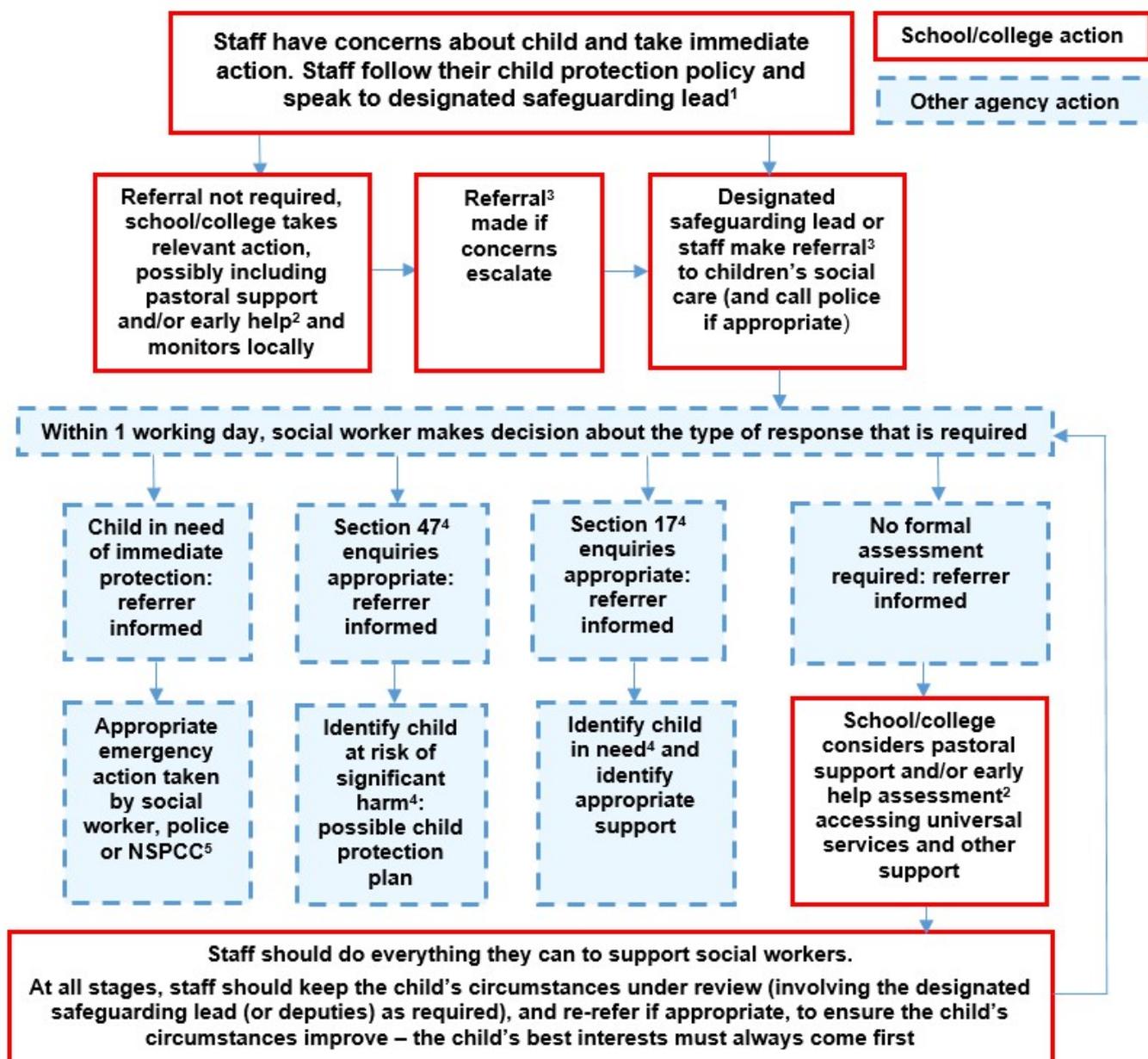
All staff should read the school's Mental Health Policy, a copy of which is in the staff handbook.

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.

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 anyone 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.

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 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 there is a potential conflict of interest in reporting a matter to the Headteacher, it should be reported straight to 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 prior to contact with the Chair and LADO. 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 to the views of the designated officer when considering suspension. Contact with the designated officer will take place within 24 hours. 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 management system.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child.

Records should include:

1. a clear and comprehensive summary of the concern;
2. details of how the concern was followed up and resolved;
3. a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

6. Low Level Concerns

What is a 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 harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could 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.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold are reported to the same persons as set out previously in relation to concerns that do meet the harms test, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Culture of openness, trust and transparency

The purpose of sharing low-level concerns is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in this staff code of conduct are constantly lived, monitored and reinforced by all staff.

Sharing low-level concerns with external employers

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

Recording low-level concerns

All low-level concerns will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

The school will consider if any wider cultural issues in school enabled the behaviour to occur and if appropriate policies should be revised or if extra training should be delivered to minimise the risk of recurrence.

Responding to reports of low-level concerns

If the concern has been raised via a third party, the Headteacher will 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.

The information collected will help categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for decisions and action taken.

7. 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 condition without further exploration;
- Pupils with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- Pupils with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying, without outwardly showing any effects;
- Communication barriers and difficulties in managing or reporting these challenges;

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

8. 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

9. Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#). The NSPCC and PSHE Association also provide helpful advice:

- NSPCC Learning - [Undertaking remote teaching safely during school closures](#)
- PSHE - [PSHE Association coronavirus hub](#)

10. 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 may be 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

11. 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.

12. 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 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.

13. (7i) 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 pupils).
- 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.

14. 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.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. For this reason, mobile phones are not allowed to be accessed during the school day. All smart technology must be handed in to their tutor at the start of the school day and signed out prior to going home.

(Please view the E-Safety Policy for further information)

15. Peer on Peer Abuse, Sexual Violence and Harassment

This section is based on the DfE statutory guidance on peer- on-peer abuse as set out in *Keeping Children Safe in Education* (September 2021).

The Trustees, senior management team, and all staff at Mayville High School (the School) are committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both in and outside of school and online.

We encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School so that it can ensure that appropriate and prompt action is taken in response.

What follows is the School’s overarching policy for any issue that could constitute peer-on-peer abuse. It should be read alongside other relevant policies including, but not limited to, bullying (including cyber-bullying), online safety, data protection and retention of records, children missing in education, student behaviour and discipline and exclusions.

This guidance sets out our strategy for improving prevention, and identifying and appropriately managing peer-on-peer abuse.

We do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it; and believe that in order to tackle peer- on-peer abuse proactively, it is necessary to focus on all four of the following areas: (i) systems and structures; (ii) prevention; (iii) identification; and (iv) response/intervention.

What do we mean by ‘peer-on-peer abuse?’

For these purposes, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children’s relationships (both intimate and non- intimate), friendships and wider peer associations.

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

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

Sexual violence

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.

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.

Sexting (Youth produced sexual imagery):

The consensual and non-consensual practice of children sharing nude and semi-nude 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 it to the Safeguarding Team as soon as possible.

Serious violence

Staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Staff should understand, that even if there are no reports at school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any**

concerns regarding peer on peer abuse they should speak to the designated safeguarding lead (or deputy).

Staff should challenge inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Whilst it is recognised that it is more likely that girls will be victims and boys the perpetrators, all peer on peer abuse unacceptable and will be taken seriously.

Examples of online peer-on-peer abuse would include sexting, online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of ‘**it could happen here**’.

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

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

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

But 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

You should read the Departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) for further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and

- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

How prevalent is peer-on-peer abuse?

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion. Two thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under.

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.

When deciding how best to respond to problematic behaviours, staff may consider these key questions:

- whether it is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer 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 and
- involves a misuse of power

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer 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.

Looking behind pupils' behaviour

Research suggests that:

- peer-on-peer 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, schools need to explore the gender dynamics of peer-on-peer abuse within their settings, and recognise that these will play out differently in single sex, mixed or gender- imbalanced environments.
- pupils with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration.

- the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- communication barriers and difficulties, and
- overcoming these barriers.
- some children may be more likely to experience peer-on-peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

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

Any child can be vulnerable to peer-on-peer abuse due to the strength of peer 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 their peers. For example, an image of a child could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer 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 their peers may be more vulnerable to peer-on-peer abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

School environment

The School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- educating all Trustees, its senior management team, staff, pupils, and parents on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it. This includes (i) Contextual Safeguarding, (ii) the identification and classification of specific behaviours, including digital behaviours, (iii) the importance of taking seriously all forms of peer-on-peer abuse (no matter how 'low level' they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing, and (iv) social media and online safety, including how to encourage children to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online.
- educating children about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum.
- Create a culture which is founded on the idea that every member of our School community is responsible for building and maintaining safe and positive relationships, and helping to create a safe School environment, and in which violence and abuse are never acceptable.

Mayville's PSHE and RSE Curriculum – how we minimise peer on peer abuse

The school places huge value on the ways in which our PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) curriculums can empower our pupils to understand the difference between healthy and unhealthy relationships, therefore arming them with the skills to know what to do if they find themselves experiencing any form of abuse.

In line with the new statutory regulations for RSE, we have updated all of our PSHE schemes of work to raise awareness and provide education about relationships in all their forms (from familial to peer to romantic relationships).

Throughout pupils' time at Mayville, they will be taught relevant topics, in an age-appropriate manner, to enable them to make sound choices about relationships, as well as understand that they have a voice if they are faced with any unhealthy relationship.

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.

Specifically in relation to peer-on-peer abuse, in the Junior School the topics taught include:

Pre Prep (Y1/2)

- Understand that girls and boys like different things
- Show respect for others' likes and dislikes
- Explain the word 'consent'
- Explain that other people have rights for their own body

U2 / L3 (Y3/4)

- Similarities and differences in loving relationships
- Describe the different types of relationships that exist without prejudice
- Understand that they can choose what happens to their body and say which parts are 'private'

M3 / U3 (Y5/6)

- Features of a loving relationship
- Know how and where to get help if they are worried
- Define consent and autonomy
- Making choices about their body
- Understand that different people have different boundaries
- Understand the choices that they make about their bodies have consequences
- Challenge society's perception of the perfect body

Specifically in relation to peer-on-peer abuse, in the Senior School the topics taught include:

Rem / Y7

- Managing on- and off-line relationships
- Managing puberty and the issues of unwanted contact

LIV / Y8

- Online safety and digital literacy
- Introduction to sexuality and consent

UIV / Y9

- Peer pressure, assertiveness and risk
- Relationships and sex education including healthy relationships and consent
- Sexting

LV / Y10

- Tackling relationship myths and expectations
- Managing romantic relationship challenges

UV

- Personal values and assertive communication in relationships

We further seek to keep our pupils informed through communications on our pupil Wellbeing and Mental Health board, as well as Anti-Bullying notice board, offering guidance as to who to contact in situations where abuse may be occurring, including the new dedicated NSPCC Report Abuse in Education helpline.

In addition, the school seeks to create a culture:

- in which pupils are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing pupils with a sense of belonging, which could otherwise be sought in problematic contexts
- in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- which (i) proactively identifies positive qualities in pupils; (ii) nurtures these qualities; (iii) teaches and encourages pupils to think about positive hopes for the future; and (vi) supports pupils in developing small-scale goals that enable realistic ambitions, and which provides supervised activities to pupils that give them the experience of having their needs met that might otherwise apparently be met in abusive circumstances.
- which responds to cases of peer-on-peer abuse promptly and appropriately, and ensures that all peer-on-peer abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.

Training

All Mayville staff regularly receive relevant training which keeps their knowledge of Safeguarding issues up-to-date, particularly in relation to *Keeping Children Safe in Education*.

Moreover, the Mayville Safeguarding Team, which includes the DSL (Designated Safeguarding Lead) and Deputy DSLs (Senior and Junior Schools), along with the Head of Early Years and School Welfare Officer, attend more frequent and targeted training courses relating to issues relevant to peer-on-peer abuse, from Portsmouth Safeguarding Children Partnership.

Skodel

As a school, we are committed to providing our pupils with a voice and giving them as many opportunities and means possible to disclose any abuse which they may experience.

We recognise that in these changing times, many young people are increasingly used to communicating on-line. At Mayville, we use Skodel, a wellbeing app designed to offer pupils a quick and comfortable platform through which to communicate their feelings. Pupils receive regular check-ins, asking them how they are feeling and, if negative, the opportunity to explain why. Combined with the approachability of staff, Skodel provides another line of communication for our pupils, through which they can raise an initial concern in relation to any peer-on-peer abuse which may be occurring in the school.

Multi-agency working

The School actively engages with its Local Safeguarding Partnership in relation to peer-on-peer abuse, and works closely with children's social care, the police and local MASH teams.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early, and appropriately handle cases of peer-on-peer abuse. They help the School to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist. This ensures that its pupils are able to access the range of services and support they need quickly. In addition, this will increase the School's awareness and understanding of any concerning trends and emerging risks in its local area to enable it to take preventative action to minimise the risk of these being experienced by its pupils.

The School actively refers concerns and allegations of peer-on-peer abuse where necessary to children's social care, the police, and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures. This is particularly important because peer-on-peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the alleged incident cannot appropriately be managed internally by the School itself) to try to address the issue alone – it requires effective partnership working.

Responding to concerns or allegations of peer-on-peer abuse, sexting, sexual violence or harassment

General principles

It is essential that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

What staff should do if they have concerns about a child

Staff working with children should maintain an attitude of '**it could happen here**'. When concerned about the welfare of a child, staff should always act in the **best interests** of the child. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

If staff have **any concerns** about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or deputy). In the absence of the designated safeguarding lead staff should speak to a member of the school or college's senior leadership team.

The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to children's social care and/or the police. In some instances, staff may be expected to support the children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

The immediate response to a report

Responding to the report

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

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

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

1. All staff should be trained to manage a report. Key considerations are:-

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

aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and

- j. informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) 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. The risk and needs assessment should consider:

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

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

The designated safeguarding lead (or a deputy) 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. The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting their pupils and updating their own risk assessment.

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

What to consider

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Staff should be aware of, and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

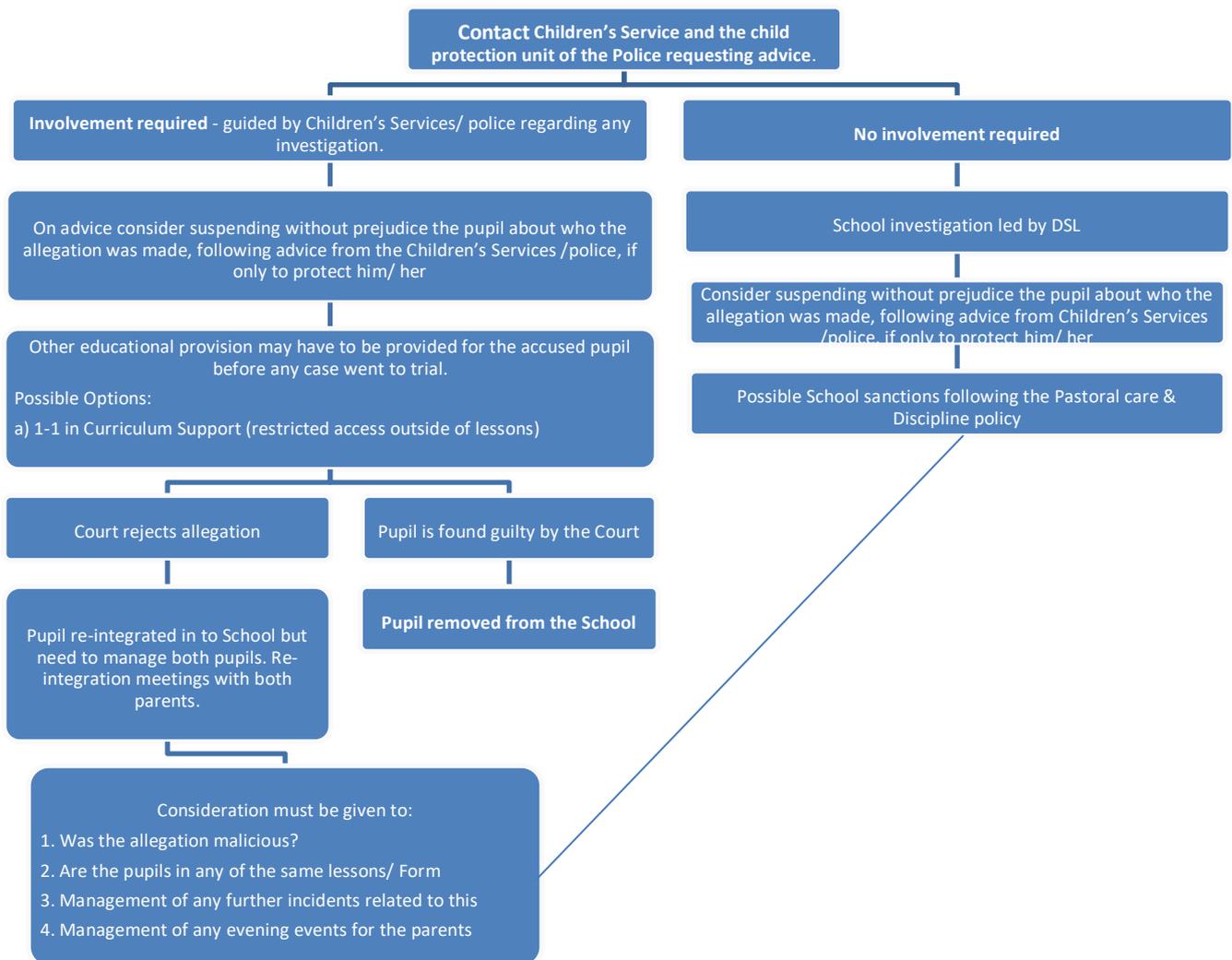
- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;

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

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

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



Information sharing, data protection and record keeping

When responding to concern(s) or allegation(s) of peer on peer abuse, the School will:

- always consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern(s) or allegation(s) with the student(s) affected, their parents, staff, and other pupils and individuals
- record the information that is necessary for the School and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved
- keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose, and
- be mindful of and act in accordance with its safeguarding and data protection duties, including those set out in *Working Together to Safeguard Children* (July 2018) and the *HM Government advice on Information Sharing* (updated in July 2018).

Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved. However, if there are police proceedings underway, or there could be, it is critical that the School works in partnership with the police and/or children's social care.

Where a matter is not of interest to the police and/or children's social care, the School may still need to consider what the most appropriate action to take is, to ensure positive behaviour management. Disciplinary action may sometimes be appropriate, including to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and
- ensure the safety and wellbeing of other children.

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, recognizing that even if this is ultimately deemed to be necessary, some of the measures referred to in this section may still be required. For example, action may still need to be taken by the School in relation to other pupils who have been involved with and/or affected by peer-on-peer abuse. 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.

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

Copy of pupil insert in school diary, given to all pupils in the senior school.



Mayville High School

How to Deal with Peer on Peer Abuse

We want you to always feel happy and safe at Mayville. While we hope that it will NEVER happen, sometimes children experience behaviour and treatment from other children (their peers) that is so serious it is called **peer on peer abuse**.

What is peer on peer abuse?

This can include, but is not limited to, serious bullying (including cyber-bullying). However, it also includes any form of abuse between children (including physical, sexual, emotional and financial

abuse, coercive control, exploitation and misuses of power, victimisation, youth violence and prejudice-based violence). It also includes being asked to send inappropriate images online.

You need to talk about it

Although it is not easy, it is important that you talk to an adult if something like this happens to you or if you are worried it is happening to one of your friends. You should talk to any adult you trust, either in school or at home. Please **never** accept this type of behaviour by saying nothing. You will always be listened to and taken seriously. We will not tolerate any form of abusive behaviour here at Mayville. This type of behaviour only thrives in places where nobody is prepared to speak up about it.

What happens next?

- The member of staff will have to discuss what you have told them with the pastoral team (Mrs Rickards, Mrs Williams & Ms Reid) one of whom will carry out a thorough investigation.
- Victims, perpetrators and any other pupils affected will be supported throughout by a nominated member of staff.
- Once the investigation is complete, sanctions will be put in place in line with the school's behavioural policy.
- In very serious cases it may be necessary to involve children's services and/or the police.
- If you are happy to do so, mediation will take place between you and the other pupil(s) involved so that you are all able to move forward.
- Any continuation of the abusive behaviour should be reported immediately.

**Remember
if you ignore
peer on peer abuse
you are accepting it
and normalising it.**

**Peer on peer abuse should NEVER be
accepted.**

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)

Anti-bullying Policy
Mental Health Policy
Staff Code of Conduct (includes the Low Level Concerns Policy)
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
PSHE 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

Updated August 2021 and signed off by the Chair of Trustees and full Board

Appendix One:

Job description for the Designated Safeguarding Lead (DSL and DDSLs)
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

<p>Summary of the role</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • To promote and safeguard the welfare of pupils in the school.
<p>Main duties and responsibilities</p>	<p>Further specifics:</p>
<p>Managing referrals</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • refer all cases of suspected abuse of any pupil at the school to the local authority children's social care; • support staff who make referrals to local authority children's care; • refer cases to the Channel programme where there is a radicalisation concern; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and • refer cases where a crime has been committed to the Police.
<p>Work with others</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> • act as a point of contact with the LSCP / safeguarding partners; • liaise with the Principal to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the "case manager" (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; • 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 • to act as a source of support, advice and expertise for all staff.
<p>Training</p>	<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"> • 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 or school’s child protection policy and procedures, especially new and part-time staff; • be alert to the specific needs of children in need, those with special educational needs and young carers; • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; • understand the importance of information sharing, both within the school, and with the PSCP, other agencies, organisations and practitioners; • be able to keep detailed, accurate, secure written records of concerns and referrals; • 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; • 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; • 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; • obtain access to resources and attend any relevant or refresher training courses; and • 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.
Raising awareness	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure that the school's child protection policies are known, understood and used appropriately; • 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, • 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 • link with the PSCP arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
Child protection files	<p>You are expected to:</p>

	<ul style="list-style-type: none"> • ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible; • 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; • consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving
Availability	<p>You are expected to:</p> <ul style="list-style-type: none"> • 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 • Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Signed:

Position:

Date: