



# MAYVILLE HIGH SCHOOL

*Founded in 1897*

## SAFEGUARDING CHILD PROTECTION POLICY AND GUIDANCE

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

This policy is published on the school website: <https://mayvillehighschool.com/policies>

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

## 1.0 Scope and Purpose

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.

### 1.1 Safeguarding legislation and guidance

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

- Keeping Children Safe in Education (September 2024) (KCSIE)
- Working Together to Safeguard Children (December 2023, updated February 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 21 & 22)
- Disqualification under the Childcare Act 2006 (February 2015 as amended)

- What to do if you are worried a child is being abused (March 2015)
- Information Sharing (March 2015, updated May 2024)
- Prevent Duty Guidance for England and Wales (September 2023, updated March 2024)
- The use of social media for on-line radicalisation (July 2015)
- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- Promoting the education of looked after children (July 2014, updated February 2018)
- Mental Health and behaviour in schools (June 2014, updated November 2018)
- Counselling in schools: a blue print for the future (February 2016)

## KCSIE

All staff must read at least part one of the Keeping Children Safe in Education September 2024 statutory guidance as well as Annex B. This is issued on joining the school along with the Safeguarding and Child Protection 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 both KCSIE and Working Together to Safeguard Children, safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- 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, neglect or exploitation. 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.

### **1.2 Related policies**

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

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

- Anti-bullying Policy
- Mental Health Policy
- Staff Code of Conduct (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

## 2.0 Overarching Principles

### 2.1 Terms and definitions

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as (KCSIE 2024, p4):

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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
- Taking action to enable all children to have the best outcomes.

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

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care,
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.

## 3.0 Roles and Responsibilities

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 DDSLs (one of whom is the Deputy Head) and the Headteacher, as well as the Safeguarding Trustee and HR Manager are all trained in Safer Recruitment. The DSL and all DDSLs hold a Level 3 DSL qualification. All staff on the Safeguarding team receive annual inter-agency working training as well as informal updates.

### 3.1 The Designated Safeguarding Lead

Mrs N Ramsey (Assistant Head) is the 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 Ramsey is responsible for online safety as well as understanding of the filtering and monitoring systems and processes in place as part of her remit.

Mrs Ramsey receives updated training at least every 2 years. Her contact details are:

[n.ramsey@mayvillehighschool.net](mailto:n.ramsey@mayvillehighschool.net)

The training which the DSL has undergone matches the description given in KCSIE Annex C and this is also reflected in her job description.

### 3.2 The Deputy Designated Safeguarding Leads

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 S George (Deputy Head Junior School) [s.george@mayvillehighschool.net](mailto:s.george@mayvillehighschool.net)
- Mrs L Morriss (Director of Studies) [l.morriss@mayvillehighschool.net](mailto:l.morriss@mayvillehighschool.net)
- Mrs A Miles (Manager of DLU) [a.miles@mayvillehighschool.net](mailto:a.miles@mayvillehighschool.net)
- Miss N Perry (Head of Pre-Prep) [n.perry@mayvillehighschool.net](mailto:n.perry@mayvillehighschool.net)
- Mrs S Williams (Head of Early Years) [s.williams@mayvillehighschool.net](mailto:s.williams@mayvillehighschool.net)
- Mrs D Hall (Head of Middle School) [d.hall@mayvillehighschool.net](mailto:d.hall@mayvillehighschool.net)
- Mr Meli is responsible for safeguarding within our wraparound care provision. [r.meli@mayvillehighschool.net](mailto:r.meli@mayvillehighschool.net)

All of the members of staff named above can be contacted via the School Office. 023 9273 4847

### 3.3 The Safeguarding Trustees

Safeguarding Trustees: Ms V Skonieczna and Dr S Hookway ([enquiries@mayvillehighschool.net](mailto:enquiries@mayvillehighschool.net))

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. The Safeguarding Trustee also meets monthly with the DSL. 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 August as well as termly interim reports. 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.

## 4.0 Staff and trustee training

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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.

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.

All staff are trained on online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

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

- child on child abuse, sexual violence and harassment
- gangs and youth violence,
- domestic violence,
- mental health,
- cyber-bullying,
- sexting,
- drugs,
- radicalisation and the Prevent strategy,
- child 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.

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 they are 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.

All Trustees receive appropriate safeguarding and child protection training at induction. This knowledge equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Trustees are also aware of their obligations

under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.

#### 4.1 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 child on child 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 which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- 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.

#### 5.0 External Agency contacts (including Portsmouth Safeguarding Children Partnership)

Further details about the (Portsmouth Safeguarding Children's Partnership) PSCP and their procedures can be found at: <https://www.portsmouthscp.org.uk/>

The Portsmouth Safeguarding Children's Partnership procedures (Portsmouth PSCP) can be found on <https://www.portsmouthscp.org.uk/3-safeguarding-children-procedures/>

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:

**Lydia Bowles** ([LADO@secure.portsmouthcc.gov.uk](mailto:LADO@secure.portsmouthcc.gov.uk)) 023 9288 2500

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: 08456 710 271 or 023 9268 8793 or [mash@portsmouthcc.gov.uk](mailto: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.

## **6.0 Children who may be particularly susceptible**

All children are at risk, but some children are at greater risk of abuse, neglect and exploitation. This increased risk can be caused by many factors including social exclusion, isolation, discrimination, and prejudice. To ensure that all our pupils receive equal protection, we give special consideration to children who:

- Are susceptible because of their race, ethnicity, religion, disability, gender identity or sexuality
- Are susceptible to being bullied, or engaging in bullying
- Are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- Live in chaotic or unsupportive home situations
- Live transient lifestyles or live away from home or in temporary accommodation
- Are affected by parental substance abuse, domestic violence or parental mental health needs
- Do not have English as a first language

## **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](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://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.

## 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](http://www.gov.uk))

### 7.0 Children with special educational needs and disabilities

It is acknowledged that pupils with SEND can face additional safeguarding challenges, including susceptibility to child on child abuse. Additional barriers can exist when recognising abuse, neglect and exploitation. 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.

### 8.0 Children who have unexplainable and/or persistent absences from education (7g)

Staff should be aware that a child being absent from an education setting on a regular basis is a potential indicator of abuse, exploitation or neglect, child sexual or criminal exploitation – particularly county lines. This is of critical importance where children are already known to the local authority children's social care and have a social worker or if they are a looked after child. Being absent from education may increase known safeguarding risks within the family or in the community. The school will work in line with the advice given in *Working together to improve school attendance (updated August 2024)*

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 Head or one 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).

## 8.1 Pupils who are missing from education and Elective Home Education (EHE)

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; where this intention has been expressed, the school will endeavour to call a meeting between the parents and the LEA and any other external agencies involved, ideally before a final decision is made
- 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.

**8.2 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-authorized 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

## 8.3 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](#)

## 9.0 Early Years Foundation Stage (EYFS)

This policy is applicable to all pupils in EYFS and is used in conjunction with our other EYFS policies.

## 10.0 Wyvern House (Children educated in alternative provision)

Where a child is educated in Wyvern House, Mayville High School continues to be responsible for the safeguarding of that pupil and should be satisfied that this placement meets the pupil's needs. The school has processes and procedures in place to ensure this group of children are appropriately safeguarded.

## 11.0 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, neglect or exploitation, 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.

### youHQ

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 youHQ, 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, youHQ provides another line of communication for our pupils, through which they can raise an initial concern in relation to any child on child abuse which may be occurring in the school. This is available to all pupils from UIII to UIV.

## 12.0 Children who are lesbian, gay, bisexual or gender questioning

Schools should be respectful places where individual difference is accepted.

Children who are LGBT can be targeted by other children. In some cases, a child who is perceived by others to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns.

At Mayville, families will not be excluded from decisions taken by children and shared with schools in relation to requests for social transitioning.

Schools have specific duties that are framed by a child's biological sex and we follow the DfE's guidance in relation to this (e.g. the duty to provide single-sex spaces including changing rooms and toilets, single-sex PE where safety may be compromised if it is played as mixed-sex.)

The Cass Review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities,

including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

At Mayville we follow the recommendation that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

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

Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

Our schools understand the importance of working with families.

### **13.0 Abuse, neglect and exploitation**

It should not be assumed that pupils at a school such as Mayville will not be subject to abuse, neglect or exploitation. 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.

#### **13.1 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.

Signs that may, but do not necessarily, indicate abuse include the following. Please note 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 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;

### 13.2 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.)

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

- 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.

### 13.3 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.

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

- 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.

#### **13.4 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.

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

- 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

### **13.5 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.



## 14.0 Child-on-child abuse

This section is based on the DfE statutory guidance on child on child abuse as set out in *Keeping Children Safe in Education* (September 2024).

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 child on child 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 child on child 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 child on child abuse.

We do not feel it is acceptable merely to take a reactive approach to child on child abuse in response to alleged incidents of it; and believe that in order to tackle child on child 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 'child on child abuse?'**

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude 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 child on child 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.

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 child on child 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 child on child abuse unacceptable and will be taken seriously.

Examples of online child on child abuse would include sexting, online abuse, child on child 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 child on child abuse?**

Research suggests that child on child 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:

- 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 susceptibility
- 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 child on child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

## Looking behind pupils' behaviour

Research suggests that:

- child on child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of child on child 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 child on child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

### **Are some children particularly susceptible to abusing or being abused by their peers?**

Any child can be vulnerable to child on child 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 susceptibility to abuse by their peers. For example, an image of a child could be shared, following which they could become more susceptible to child on child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's susceptibility 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 susceptible to child on child abuse. Children who are questioning or exploring their sexuality may also be particularly susceptible to abuse by their peers.

### **School environment**

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

- educating all Trustees, its senior management team, staff, pupils, and parents on the nature, prevalence and effect of child on child 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 child on child 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 child on child 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.

## **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 child on child abuse, from Portsmouth Safeguarding Children Partnership.

## **Multi-agency working**

The School actively engages with its Local Safeguarding Partnership in relation to child on child 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 child on child 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 child on child 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 child on child 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.

## **15.0 Serious violence**

All staff are made aware of indicators that all children are at risk from or are involved with serious violent crime. These include increased absence, 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 could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

All staff are made 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 maltreatment and having been involved in offending, such as theft or robbery.

## **16.0 Contextual safeguarding**

School leaders and DSLs must be particularly mindful of contextual safeguarding. All children can be radicalised. Young people's experiences and relationships beyond the family may mean that they are more or less likely to experience significant harm. This is particularly the case for young people who may have access to influences beyond the family, for example, on-line, peer-group, criminal subcultures. This influence occurs at a time when they are particularly vulnerable and suggestable to influence. Peer relationships are increasingly influential and may undermine familial relationships.

- Schools must be safe spaces where staff are hyper-vigilant to negative peer influences including those that challenge school and social norms.

- Staff must be wary of potentially exploitative peer to peer relationships, particularly where there is an imbalance of power.
- Staff must never underestimate the weight of peer influence and must report this as a safeguarding concern where they witness it occurring.
- We must recognise that certain locations in the local area and in our school sites and certain times of day create an environment where pupils are at risk of harm. We work with community partners and school staff to monitor these places and times and disrupt the potential risks.

Additional information is available here: [Contextual Safeguarding](#).

## **17.0 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

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 susceptibility 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 susceptible 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:

- 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, or becoming 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.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual exploitation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DS if they have concerns about a child. Staff should also determine how best to build trusted relationships with children and young people in order to facilitate communication.

## 18.0 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 susceptible 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.

## 19.0 Sharing nudes and semi-nudes

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:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.



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

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.

Sharing nudes and semi-nudes: how to respond to an incident guidance can be found [here](#).

## 20.0 Online safety

### 20.1 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.

### 20.2 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](#).

### **20.3 Filtering and Monitoring of online use within School**

Mayville uses Securely software on its network to monitor and filter use for all of its users.

Mayville uses its regular contact with parents to reinforce the importance of children being safe online and it is explained to parents what systems we use to filter and monitor online use. Parents understand what their children are being asked to do online, including the sites they are being asked to access and are told who from School their child is going to be interacting with online.

The Trustee Board assesses annually the effectiveness of the School's monitoring software.

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

### **21.0 Domestic abuse**

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.

Effects of domestic abuse on children, including where they see, hear or experience its effects

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

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

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.

## 22.0 Honour-based abuse

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), child 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.

**22.1 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.

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.

For further details please use the link to access the Home Office/DfE document:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

## 22.2 Forced Marriage

Forced marriage is also a form of Honour Based Violence. Forcing a person into marriage is a crime in England and Wales. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling case of forced marriage (HM Government, June 2014).

## 23.0 Radicalisation and extremism

**Radicalisation and extremism;** Staff should be watchful for any pupil showing signs of radicalisation or extremism (as defined within the Prevent duty guidance document 2023 – 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 2024 (September):

'Radicalisation' refers to the process of a person legitimising support for, or use of, terrorist violence.

'Extremism' is defined as vocal or active opposition to our fundamental British values, including democracy, 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 susceptible 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.

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

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

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

Or dial 101 (the non-emergency police number)

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

### **24.0 Staff/ pupil relationships**

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.

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. Staff should not communicate with pupils via social media platforms.
- 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. Staff should report and record these interactions immediately.
- 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 as a last resort and 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.

## 25.0 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

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.

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.

### **25.1 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).

### **25.2 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. All concerns should be shared with both the DSL and the Headteacher immediately.

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.

### **25.3 Referral to the DBS**

The School will report to the Disclosure and Barring Service, within one month of leaving the School any person (whether employed, contracted (supply teachers), a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal, non-renewal of a fixed-term contract; no longer engaging. Refusing to engage a supply teacher provided by an employment agency; terminating the placements of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Referral may also be made to the **Teacher Regulation Agency** where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be

appropriate. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. The referral will be made as soon as possible after the resignation, removal or redeployment of the individual.

Reasons for referral may be unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a **TRA** referral.

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

## **26.0 Whistleblowing**

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

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

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.

## **27.0 Safer 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).

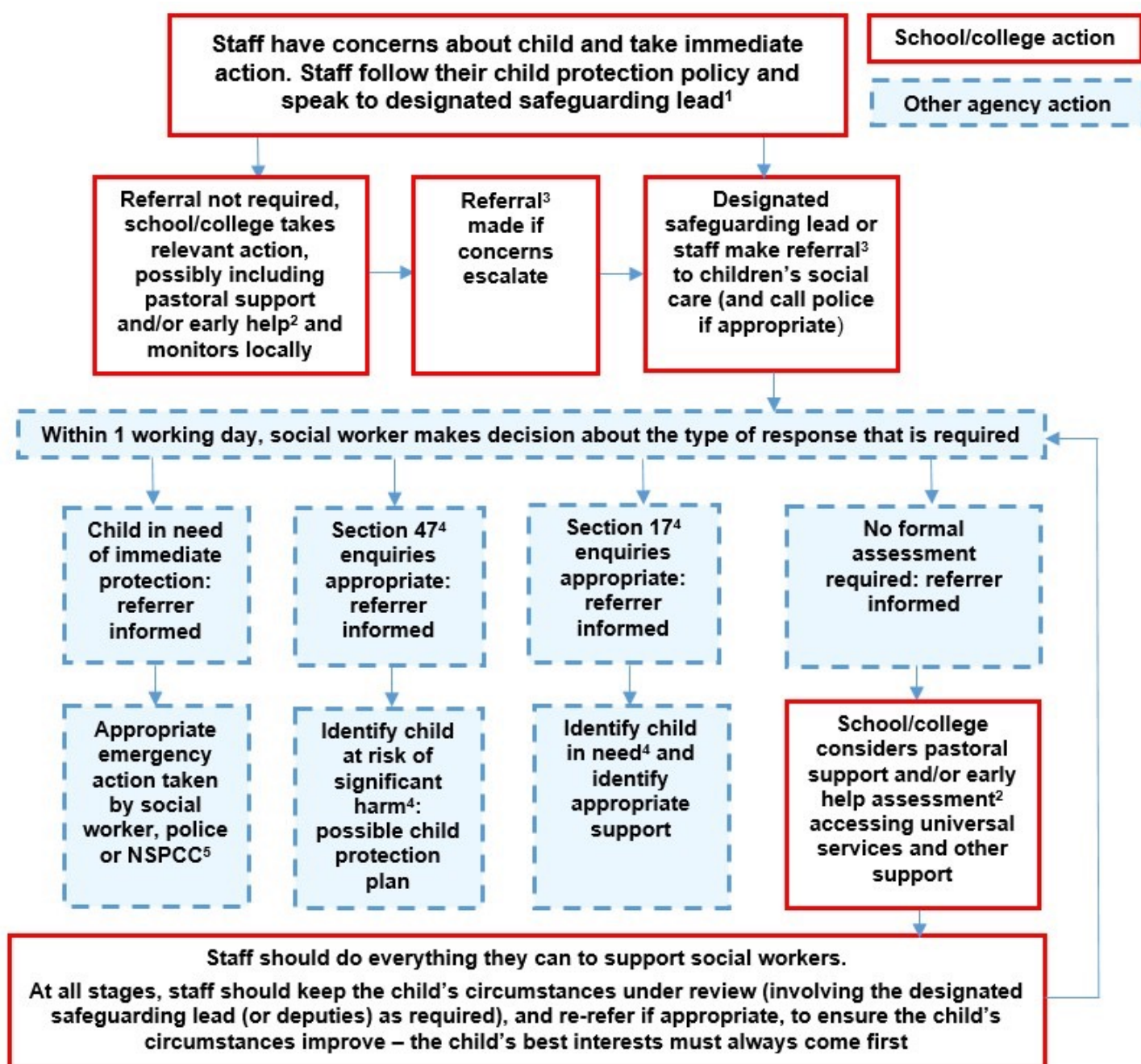
No facilities contractor comes on site without the knowledge of the school office or Headteacher. Unless the School has received a written statement demonstrating safe recruitment practices from the contractor in question, they are accompanied by a member of the school office at all times when there are pupils on site. Major works are undertaken out of school hours or out of term time, wherever possible.

## **28.0 Site security**

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

## **29.0 Use of school premises for non-school activities**

Currently, the school does not allow any of its premises to be used by other providers for non-school activities.



- (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).

### 30.1 Early Help

Early help is defined as acting on and referring early signs of abuse and neglect and radicalisation including support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse

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 9283 9111

### 30.2 Referral to Children's Services/ MASH

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.

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.

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.

### 30.3 Concerns about a child/ Disclosures

#### 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 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 senior leadership team.

The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school 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 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 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 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.

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

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;

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;

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

### 30.4 Responding to concerns or allegations of child on child abuse, sexting, sexual violence or harassment

#### General principles

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

#### 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:

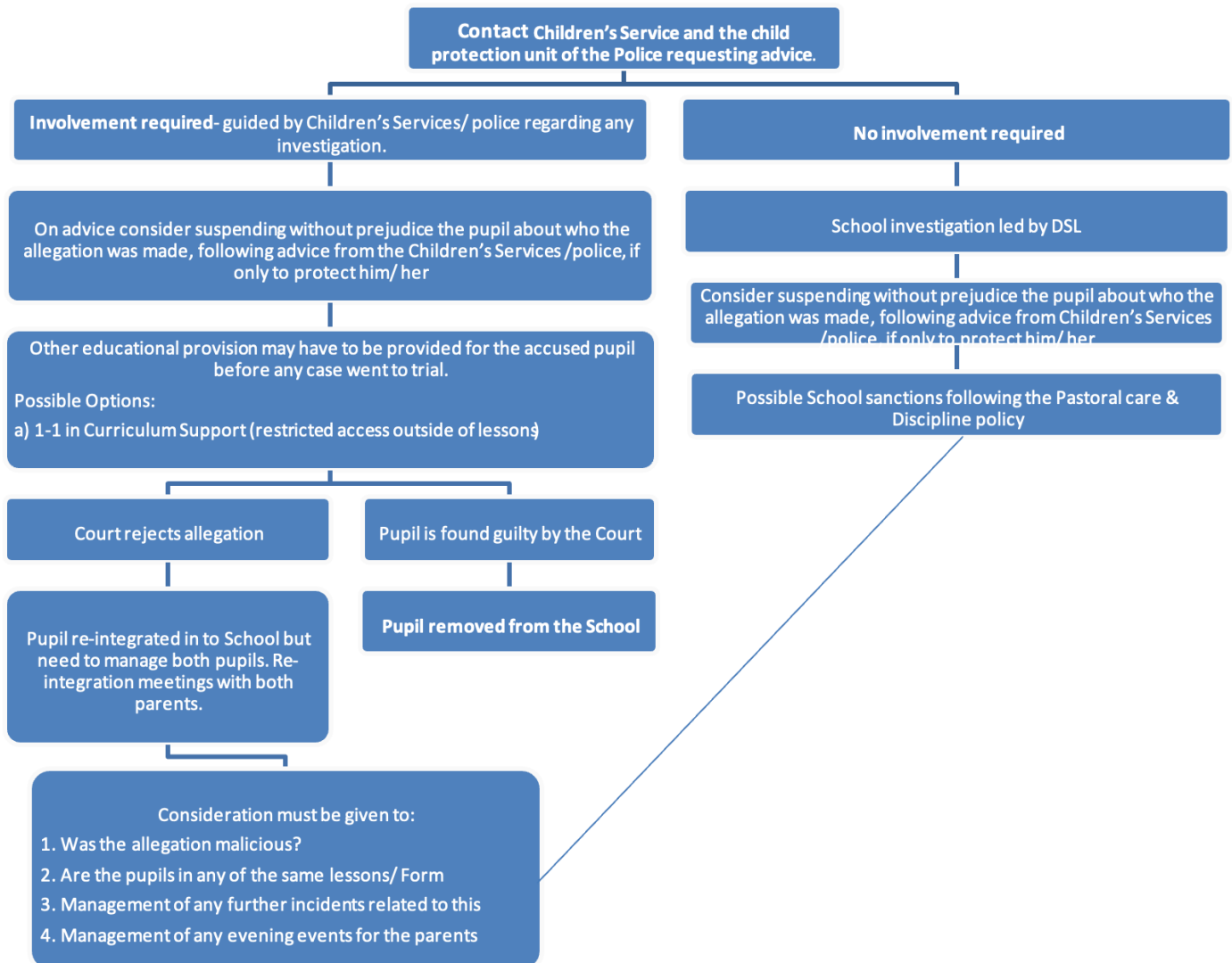
- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that 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 child on child 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 child on child 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* (December 2023) and the *HM Government advice on Information Sharing* (updated in May 2024).

## **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 child on child 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 child on child 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 child on child abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learned going forwards, as set out above and below.

## **32.0 Special circumstances**

### **32.1 Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### **32.2 Children who have a social worker**

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

### **32.3 Work experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

## **33.0 How we support pupils through use of the PHSE/ RSE curriculum**

Mayville plays a crucial role in preventative education. The School prepares pupils for modern day life and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment. The behaviour policy and pastoral support system as well as the RSHE programme demonstrate a clear set of values and standards. All programmes are age-appropriate and they include

content on:-

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

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 child on child 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 child on child 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 child on child abuse promptly and appropriately, and ensures that all child on child 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.

### 34.0 Recording incidents using CPOMS

CPOMS is a secure online platform that we use to record, triage, analyse and report safeguarding and child protection incidents or concerns. This information can then be shared with the people who need to know allowing the appropriate action to be taken. The system means that all the information logged by a variety of staff about a particular child is kept together. Chronologies can be produced quickly allowing patterns to be spotted and support to be put in place.

Documents such as: minutes of meetings; Child Protection plans; reviews and reports from outside agencies are uploaded into the child's online document vault. This allows those with access to find information concerning the children in school and senior leaders to access information on any child in the school. It also makes it easy to transfer information securely between schools at transition points.

It is essential that CPOMS provides an accurate, objective and complete record of incidents and records of concern.

- All staff must have access to CPOMS and report directly. Some staff may need technical support or help to write concisely and objectively. As far as possible, reports should use the member of staff's own words and point of view. Language used by children should be transcribed accurately to ensure precision in recording the voice of the child.
- Records of concerns provide fragments of a picture and may not always be relevant, but we do not deter staff from recording incidents.
- Even if an incident or concern has been recorded, we do not prevent other staff from sharing similar concerns.

### Why do we use CPOMS?

We use CPOMS to:

- Record – all staff are responsible for safeguarding so all daytime staff have access to CPOMS to record incidents and concerns.
- Triage – staff with DSL training make decisions about the appropriate actions to take for investigation, monitoring or referral.
- Analyse – the safeguarding team can review a record of concerns and incidents to agree support and next steps.
- Report – CPOMS can produce reports about the type of incidents and concerns; reports are produced for senior leaders, trustees and external agencies such as ISI.

*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, July 2016, September 2016, September 2017, 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, August 2021, August 2022, August 2023, August 2024 and signed off by the Chair of Trustees and full Board.*

## APPENDIX 1

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	
Summary of the role	<ul style="list-style-type: none"> <li>To take lead responsibility for all child protection matters, <i>including online safety and understanding the filtering and monitoring systems and processes in place</i>, occurring at the school and to support all other staff in dealing with any child protection concerns that arise.</li> <li>To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils.</li> <li>Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.</li> <li>To promote and safeguard the welfare of pupils in the school.</li> </ul>
<i>Main duties and responsibilities</i>	<i>Further specifics:</i>
Managing referrals	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>refer all cases of suspected abuse of any pupil at the school to the local authority children's social care;</li> <li>support staff who make referrals to local authority children's care;</li> <li>refer cases to the Channel programme where there is a radicalisation concern;</li> <li>support staff who make referrals to the Channel programme;</li> <li>refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (<b>DBS</b>); and</li> <li>refer cases where a crime has been committed to the Police.</li> </ul>
Work with others	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>act as a point of contact with the LSCP / safeguarding partners;</li> <li>liaise with the Head to inform her of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;</li> <li>as required, liaise with the "case manager" (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member;</li> <li>liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and</li> <li>to act as a source of support, advice and expertise for all staff.</li> </ul>

## Training

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.

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:

- 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.

<p><b>Raising awareness</b></p>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that the school's child protection policies are known, understood and used appropriately;</li> <li>• ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Trustee Board regarding this,</li> <li>• ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and</li> <li>• link with the PSCP arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements</li> </ul>
<p><b>Child protection files</b></p>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible;</li> <li>• ensure child protection files are transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or college;</li> <li>• consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving</li> </ul>
<p><b>Availability</b></p>	<p>You are expected to:</p> <ul style="list-style-type: none"> <li>• ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during school hours (9 am – 6 pm) to discuss any safeguarding concerns; and</li> <li>• Arrange adequate and appropriate cover arrangements for any out of hours/ out of term activities.</li> </ul>

Signed:

Position:

Date:

## APPENDIX 2

### 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.

## APPENDIX 3

### (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, video recorders and other electronic devices with imaging and sharing capabilities, 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, and only if a school mobile is unavailable.
- 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.

## APPENDIX 4

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

### Mayville High School How to Deal with Child on child 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 **child on child abuse**.

#### What is child on child 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 Morriss, Mr Wilcox & Mrs Ramsey) 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

child on child abuse

you are accepting it

and normalising it.

**Child on child 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 (<https://mayvillehighschool.com/policies>) or by email request to the Headteacher's PA Mrs Carter ([j.carter@mayvillehighschool.net](mailto:j.carter@mayvillehighschool.net))