Steiner Academy Hereford

Safeguarding and Child Protection Policy

Policy Sections

1. Context
2. Documents, sources of information
3. Aims
4. Key Personnel
5. Our Commitment
6. DBS Checks
7. Training
8. Curriculum and staying safe
9. Online Safety – Please note attached addendum.
10. Prevent Duty
11. Roles and Responsibilities of all staff
12. Roles and Responsibilities of the Principal
13. Roles and Responsibilities of Governors
14. Roles and Responsibilities of the Designated Safeguarding Lead (DSL)
15. Confidentiality and Information Sharing
16. Supervision and support
17. Children who may require early help
18. Special Educational Needs and Disabilities
19. Looked after Children
20. Peer on Peer abuse
21. Safeguarding, Behaviour and Mental Health
22. Physical contact with Pupils
23. Allegations against school staff
24. Working with other Agencies
25. Security
26. Use of School Premises by other Organisations
27. Related Policies
28. Policy Review and Annual Reporting
29. Complaints
30. Document Management

Appendix A – Important Contact Details
Appendix B – Annual report to Board by Designated Safeguarding Governor
Appendix C – Good Practice Guidance
Appendix D – Recognising Child Abuse
Appendix E – Specific Safeguarding Issues that can affect children
Addendum – Online safety, response to school closure due to Covid-19

1. **Context**

1.1 OFSTED guidance states that "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015).

1.2 The term 'children' refers to everyone under the age of 18.

1.3 The school recognises the importance of fostering a culture and environment within the school that helps children to feel safe, secure and respected and encourages them to talk openly and enables them to feel confident that they will be listened to. Everyone directly connected with the school - staff, governors, parents and pupils - has a role to play in making it safe and secure.

1.4 We also recognise the importance of contextualised safeguarding and the impact that factors outside of the family can have on a pupil such as online activity, the neighbourhood environment and that violence and abuse can happen in many different social and cultural contexts. We aim to work collaboratively with other schools and agencies to address this.

1.5 We also recognise that children who are abused or witness violence are likely to have low self-esteem and sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

2. **Documents, sources of information**

2.1 This policy takes into consideration and reflects all key aspects of the following documents:

- DfE Keeping Children Safe in Education 2020
- HM Government: Working Together to Safeguard Children 2018
- HM Government: What to do if you are worried a child is being abused
- HM Government: Information sharing
- HM Government: Disqualification under the Childcare Act 2006
- The Prevent duty: Departmental advice for schools and childcare providers (DfE July 2015

3. **Aims**

3.1 The overarching aim of this policy is to ensure that all the pupils are safe whilst in the school's care, whether on the school premises or elsewhere and so to always promote and protect their welfare and safety

3.2 To this end, the policy aims to:

- ensure that safeguarding is a priority in the recruitment and training of staff
- ensure awareness of individual staff responsibilities in identifying, reporting and dealing with possible child protection concerns
- provide a context for a systematic means of monitoring, recording and reporting concerns
- provide guidance on recognising and dealing with suspected child abuse
- provide a framework for inter-agency communication and effective liaison
- identify strategies and interventions to support children at risk.

4. **Key Personnel**

4.1 Persons responsible for key safeguarding roles.

Key Personnel	Name
Designated Safeguarding Lead (DSL)	Wendy Lane
Deputy DSL	Carol Kirk
Safeguarding Governor	Claire Sibley Dawson
Designated staff for looked after and previously looked after children	Carol Kirk
Prevent duty	Wendy Lane Where there is URGENT and IMMEDIATE concern for the safety and welfare of a child or young person regarding radicalisation ring 101
Designated Safeguarding Staff	Kate Andrews, Julie Whitfield, Carolyn Bond, David Mace,
E Safety Lead	Richard Thadchanamoorthy

5. **Our Commitment**

5.1 We are committed to supporting the welfare and safety of all pupils through the following:

- Maintaining children's welfare and safety as our paramount concern
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can talk to
- Providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in a difficult situation
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and pupils' physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring pupils who have been identified as having welfare or protection concerns and keeping confidential records which are stored securely and shared with other professionals where appropriate
- Developing effective and supportive liaison with other agencies

5.2 We are also committed to ensuring that all the necessary steps are taken to ensure that staff and volunteers are safe to work with our pupils and have the welfare and protection of children as the highest priority. We follow safe recruitment processes outlined within the DfE Keeping Children Safe in Education 2020 Guidance (KCSIE), including accurate maintenance of the

Single Central Record and an application, vetting and recruitment process which places safeguarding at its centre, regardless of whether it is an employee or voluntary role.

6. **DBS Checks**

6.1   The school acknowledges that we have a statutory duty to ensure:

- members of staff responsible for Child Protection are named and have clearly defined duties;
- all staff have an enhanced DBS with barred list check;
- all governors and personnel who work or have regular contact with pupils have an enhanced DBS check and that a section 128 check is carried out where appropriate;
- all volunteers at the school are considered to be in a 'Regulated Activity' and have an Enhanced DBS with Barred list check. If an Enhanced DBS is not obtained, or whilst waiting for clearance, a volunteer must be treated as 'visitor' and relevant arrangements apply;
- all DBS checks are repeated in accordance with current legislation.

7. **Training**

7.1   All staff and governors receive the level of training in Safeguarding needed to fulfil their role.

7.2   Designated personnel are trained to the level of safeguarding needed to fulfil their role and undertake more specialised training when needed.

7.3   All staff receive safeguarding training bi-annually. Ongoing 'update' training, such as emerging concerns, are brought to 'whole school meetings' and safeguarding and current concerns are discussed in weekly phase and/or support group meetings.

7.4   Training at the beginning of each new school year in September includes a reminder to all staff of the requirement to read at least Part 1 of the latest version of KCSIE which is currently 2020. Staff are advised to raise and questions in relation to any parts of this document which they may not fully understand. A follow up check is undertaken to ensure staff have read this document.

7.5   Training includes e-safety, supported by the school's policy and procedures to promote pupil and staff internet safety.

7.6   All staff and governors are required to complete the online "Prevent Training" and produce certificates to confirm it has been done.

7.7   In addition to regular safeguarding training all staff

- are provided with a copy of Part 1 and Annexe A of the DfE guidance *Keeping Children Safe in Education 2020* and asked to read and become familiar with these documents;
- are expected to be familiar the school's current Safeguarding policy and child protection procedures and have a basic knowledge of what constitutes abuse, how to recognise abuse and what to do when abuse is reported or witnessed and be aware of the Good Practice Guidelines (Appendix C). Staff are also expected to be familiar with the school's Behaviour policy, Anti-bullying policy, Safe Touch policy and the Child Missing from Education (CME) policy.
- New staff receive a copy of the school's Safeguarding Policy and the Staff Code of Conduct during their induction.

8. **Curriculum and staying safe**

8.1   We recognise that the school's curriculum can play an important role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour and what is 'safe'; to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned.

8.2   We use our curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understanding of the importance of protecting others.

8.3   Our curriculum ensures that pupils know the school's systems that are in place to support their empowerment, to talk to staff, to ensure that they are listened to and heard and to ensure that their concerns are taken seriously and acted upon as appropriate. These systems include outside of expected day-to-day classroom interaction and support, Student Council, pastoral and progress tutors, restorative justices processes and feedback questionnaires.

8.4   The school's Personal Social and Health Education (PSHE) programme and the statutory Relationships and Sex Education 2020 (RSE) curriculum teach children to stay safe in a variety of contexts, how to get help when needed and how to identify and share concerns, such as peer on peer abuse, with responsible adults. As pupils mature they learn more about equality and diversity and combatting extremism (see 10.0 below).

8.5   Our curriculum enables all pupils to learn about and manage effectively the risks associated with e-safety and to develop an understanding of the digital world so they can make safe choices when interacting online and using new technology.

9. **Online Safety**

9.1   We recognise that the use of technologies and social media present particular challenges and risks to young people both inside and outside of school and we are committed to supporting parents and staff to become aware and alert to the needs of keeping children safe online.

9.2   The school recognises that young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies and that some young people may find themselves involved in activities which are inappropriate or possibly illegal, including:

   a.   Peer on Peer Abuse - staff are trained to recognise the signs of peer on peer abuse and will report any concerns in line with this policy.
   b.   Sexting - staff are trained to recognise sexting as a form of peer on peer abuse, and to report an incident to the DSL immediately.

9.3   Our ICT policy recognises that internet safety is a whole school responsibility (staff, students, parents). The school uses recommended network filters to ensure appropriate access to internet sites at school. It also filters for key words related to safeguarding concerns, including Prevent. This is monitored regularly. It recommends that parents use parental controls and regularly check their child's use of the internet. The school's website is updated regularly to include latest guidance and sources to keep children safe online. Further information on internet and computer use at school can be found in the school's *ICT Guidelines, E-mail and Internet Policy*.

9.4   Covid-19, in the event of a pupil or "bubble" being unable to attend school and home-learning systems are put in place we will ensure safeguarding procedures outlined in the addendum attached to this policy are put in place.

10.   Prevent Duty

10.1   The school has due regard to the need to prevent people from being drawn into terrorism. To this end we are committed to the following:

- To provide appropriate training for staff to enable staff to identify children who may be at risk of radicalisation, including the online risk of radicalisation through the use of social media and the internet
- To build resilience in our pupils by fostering a strong sense of social responsibility, tolerance and mutual respect which will enable them to challenge extremist views
- To develop a capacity in our pupils to distinguish right from wrong and to appreciate and understand the value of living in a democracy
- To implement the school's Behaviour Policy in a consistent way across the school to ensure that our pupils understand that rules apply to everyone.

11.   Roles and Responsibilities of all staff

11.1   All staff have a duty to promote the protection and well-being of the children in the school's care and must be familiar with and follow the Good Practice Guidelines (Appendix C).

11.2   The school adheres to the West Midlands child protection procedures, and staff know that the full procedures document and additional guidance relating to specific safeguarding issues can be found on their website: http://westmidlands.procedures.org.uk/page/contents .

11.3   All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm (see appendix D). ANY concern for a pupil's welfare MUST be reported to the DSL and recorded through CPOMS. Where the DSL is not available to discuss an immediate and urgent concern, staff should speak to the DDSL or another member of staff with a higher training in Safeguarding. All staff can seek advice from or make referrals to the MASH team (Contact details in appendix A).

11.4   All staff are expected to understand that child abuse can include:

- abuse by a staff member or adult within the school
- abuse at home
- abuse by a stranger
- abuse by another child

11.5   When a pupil makes an allegation of child abuse to a member of staff, or where a member of staff observes signs or has a cause for concern, the member of staff must:

- **Listen** to a child that is telling or indicating that something abusive has happened to him/her or someone else.
- **Allow** the child to tell you as much as they want to **without** interrupting. Remember you will need to record this. If appropriate and if it will not interrupt, the disclosure notes can be made during the conversation.

- **Limit** any questions to clarify what happened and **strictly avoid** leading the child by making suggestions or introducing your own ideas in the questions. <u>Do not try to investigate further</u>.

- **Tell** the informing child that you will make sure that the right people will follow up what they have said. Do not promise confidentiality.

- **Reassure** the child that a person of their choice will support them if at all possible and that their wishes will be taken into consideration if further actions are taken.

- **Ask** them if there is anything that they immediately need to make them feel safe and assure them that staff will try as far as practicable to follow their wishes.

- **Refer** the matter immediately, with all relevant details, to the Designated Safeguarding Lead (DSL) or the Principal

- **Record in writing** as soon possible what you have been told/observed, using the exact words by the informant and yourself including any questions and answers on CPOMS - the school's safeguarding management software and alert the safeguarding team via the CPOMS system. An email will be sent to the safeguarding team that a concern has been logged.

- **Inform** the DSL, Deputy DSL or Principal verbally that a concern has been logged and they will access CPOMS for the details (if they have not already seen it) and will assess the disclosure and decide on further actions in accordance with local guidance.

11.6   Alleged victims, perpetrators, those reporting abuse and others involved should not be questioned. The only matter to clarify is that there is an allegation or suspicion of abuse.

12.   **Roles and Responsibilities of the Principal**

12.1   The roles and responsibilities of the Principal are to ensure that;

- the Safeguarding policy and procedures adopted by the Governing Body are followed by all staff;
- the Safeguarding policy is updated annually, and is publicly available on the school website and by other means
- sufficient resources are allocated to enable the DSL, deputy DSL and other staff to be appropriately trained and to discharge their responsibilities effectively, including taking part in strategy discussions, multi-agency meetings, and to contribute to the assessment and support of children and young people;
- a list of all staff and volunteers and their safeguarding training dates is maintained;
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and that such concerns are addressed in a timely manner in accordance with agreed policies.

13.   **Roles and Responsibilities of Governors**

13.1   Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that are effective and comply with the law to safeguard and promote the welfare of children who are pupils of the school.

13.2   It is the responsibility of Governors to have arrangements in place to ensure that staff:

- carry out their functions with a view to safeguarding and promoting the welfare of the pupils;

- are familiar with the school's Safeguarding policy and undertake regular safeguarding training.

13.3   Governors are also responsible for ensuring:

- they understand their duties regarding safeguarding, including Prevent Duty and are trained to the level of safeguarding needed to fulfil their role;
- the Safeguarding policy and procedures are reviewed annually to ensure they are effective and take account of any local risks, any government or LA guidance and locally agreed inter-agency procedures;
- the Safeguarding policy is available publicly either via the school website or by other means;
- the Principal is held to account for ensuring that all staff follow the safeguarding policy and procedures and reporting as set out by the DfE, and Hereford Local Authority;
- an appropriate senior member of staff from the school leadership team is appointed to the role of designated safeguarding lead (DSL);
- procedures for safe recruitment & vetting are in place and adhered to and that a governor takes part in the school recruitment process where appropriate;
- procedures are in place to handle allegations against members of staff (Disciplinary policy) and other students (Behaviour policy) and that all allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO);
- procedures are in place to make a referral to the Disclosure and Barring Service (DBS) of a person in regulated activity who has been dismissed or removed (or since resigned) due to safeguarding concerns;
- a governor is designated to maintain a close overview of safeguarding in the school, to meet regularly with the DSL/ Principal and to provide an annual safeguarding report to Board (outline of report headings in Appendix B below).

14.   Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

14.1   The DSL takes lead responsibility for the day to day safeguarding and child protection in the school and for providing regular anonymised reports to governors to keep them updated.

14.2   The DSL's role is to act as a consultant for staff to discuss concerns; maintain a confidential recording system; co-ordinate safeguarding action for individual children; liaise with other agencies and professionals; ensure that locally established procedures are followed and making referrals as necessary; represent or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences); manage and monitor the school's part in Early Help / Child in Need / Child Protection plans; organising training for all school staff.

14.3   The DSL is responsible for receiving and collating information regarding individual children, for making immediate and on-going assessments of potential risk and for deciding actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision they may choose to consult with the MASH team. Issues discussed during consultations with MASH may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

14.4   The DSL is responsible for ensuring parents /carers are aware of the concerns felt for their child or young person at the earliest possible stage in all but the most exceptional circumstances. In the event of a referral to Children's Social Care where necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

14.5 Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to refer their concerns to either the Principal or MASH.

14.6 The DSL must follow local safeguarding procedures, which are designed to avoid unnecessary or repeated interviews or medical examinations, to involve the police (as appropriate) and to avoid contamination of evidence by interviewees, which may have inadvertently led a witness.

14.7 It is important to acknowledge that the procedure will inevitably lead to some investigations being triggered, which may or may not substantiate the allegation. However, the school has a duty to protect children and it is preferable to have some false alarms than fail to initiate specialist investigation of real abuse.

14.8 The DSL can refer to the Herefordshire Levels of Need Threshold Guidance, which provides clearly defined descriptors of need which are intended to support schools in identifying need and appropriate intervention in line with the Levels of Need. If it is necessary for the DSL to make an immediate referral in line with level 4 of the Levels of Need then they will call them (see Worried about a Child page).The DSL will also need to complete a Multi-Agency Referral Form and guidance can be downloaded here to support the process.

14.9 Where the DSL is not sure what action is appropriate, they will contact the team of safeguarding experts at the Multi-Agency Safeguarding Hub (MASH), who brings together safeguarding professionals so that they can share information and work together on all safeguarding concerns. Following a referral, the MASH team have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection/Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies.

14.10 Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called by Children and Families Services. A representative from the school will usually be invited to attend.

14.11 Many cases are resolved with advice and support to parents/carers; other cases however may require much longer involvement. Where identified risk remains, court proceedings may be taken or arrangements made for the child to be cared for by other members of the family or foster carers. Where children continue to live in situation of risk, a Child Protection/Safeguarding Conference may be called.

14.12 The DSL will discuss and follow the advice of the Principal in relation to:

   •   Any need for medical examination or treatment for the child. (In all but urgent situations this will be further discussed at a strategy meeting).
   •   Any immediate protection which may be needed for a child who has been abused, a child who has been given information about abuse or a child against which an allegation has been made. (Any of these may now be at risk).
   •   Any further support deemed necessary and appropriate for the child, other children who may be at risk and their families.

14.13 The support offered to a child making an allegation will almost certainly involve allocating an appropriate member of staff, as far as possible, a person chosen by the child to stay with him/her. The DSL in consultation with the Social Care Team will ascertain whether any other person should have information about the allegation. Staff supporting a child should ensure that they listen and support the child but do not probe or ask questions, if the child does disclose

more information the staff should record what they say in writing. Staff should also record in writing any unusual behaviour displayed by the child following the allegation.

15.   Confidentiality and Information Sharing

15.1   Children should not be promised confidentiality as there may be a disclosure of alleged abuse and it will be necessary to share that information. Only social services and the police have the power to carry out inquiries.

15.2   Where a child on the Child Protection Register transfers to another school, the DSL must inform the receiving school and the key worker. The school must record any instances when Safeguarding information has been passed onto another school.

15.3   If the child leaves the school without going to another school, details should be passed to Children's Services. The DSL should also pass on relevant details from the pupils Safeguarding Chronology Sheet regardless of whether or not the pupil is on the Child Protection Register.

15.4   The school requests Safeguarding Chronology Sheets for new pupils starting at the Academy.

15.5   Staff have a professional responsibility to share relevant information about any child protection concern with the relevant agencies.

15.6   Further detail at:

www.gov.uk/government/publications/safeguarding-practitionersinformation-sharing-advice

16.   Supervision and support

16.1   Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

16.2   All newly qualified teachers and classroom assistants receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

16.3   The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

16.4   The DSL receives appropriate supervision and training opportunities.

17.   Children who may require early help

17.1   Early identification and help are crucial to preventing a situation from escalating. All staff have a responsibility to recognise and act upon early signs of child protection issues. As soon as concerns are identified, staff must alert the DSL.

17.2   Staff involved should then monitor the situation and feedback to the DSL so that the DSL can engage the family in an Early Help Assessment.

17.3   Consideration for the potential need for early help should be given to vulnerable groups (appendix E) including:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.

- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse or neglect.
- Children who have a parent in prison.
- Children and/or their families who are homeless or at risk of homelessness.

18.   Special Educational Needs and Disabilities

18.1   We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are addressed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

19.   Looked after Children and children with a social worker

19.1   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, knowledge and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker.

19.2   Privately fostered children: where the school is aware or suspect that a child is subject to a private fostering arrangement, the school has a mandatory responsibility to report to the local authority.

19.3   The school recognises that children who have a social worker may have experienced trauma and/or adversity that could make them more vulnerable to further risks of harm and have increased barriers to well-being and education. Children with a social worker and Looked after Children are discussed weekly in the safeguarding meeting.

20.   Peer on Peer abuse

20.1   The school holds the emotional well-being of their pupils as central to a positive educational experience and recognises that abuse is abuse and will not be tolerated.

20.2   The school adheres to the Equality Act 2010 and promotes the welfare of all of its pupils and consciously supports, where appropriate, pupils who may otherwise feel discriminated against on grounds of their sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation.

20.3   The school is aware of its obligations under the Human Rights Act 1998 including Article 3: the right to freedom from inhuman and degrading treatment and Article 8: the right to respect for private and family life including the duty to protect the individual's physical and psychological integrity.

20.4   We recognise that peer on peer abuse can take many forms (see appendix D) such as:

- Sexual violence and sexual harassment.
- Physical abuse such as kicking, spitting, hitting, punching, biting.
- Sexting – youth produced sexual imagery.
- Initiation/hazing type rituals
- Serious Violence
- Upskirting

20.5   All staff are made aware that abuse is more often perpetrated by boys and that behaviours such as 'banter', 'just having a laugh', or 'just part of growing up' must not be passed off.

20.6   All staff are aware of the school's Behaviour Policy including how to manage challenging behaviour or bullying and its approach to disruptive and potentially harmful behaviours.

20.7   Many staff are trained in Restorative Practices which reduce the number of anti-social behaviours, promotes repair where harm has been done and fosters empathy between pupils.

20.8   Peer on peer abuse and related issues such as mental wellbeing are addressed in an age appropriate manner through the schools RSE curriculum and PSHE programme of learning.

20.9   Circle time is part of the daily routine of all classes and offers an opportunity for children to improve their emotional literacy and foster understanding and difference amongst themselves.

20.10   Staff and pupils build trusting relationships which enable pupils to confide in a member of staff if an incident of peer on peer abuse takes place.

20.11   In the event of an allegation of peer on peer abuse the following processes will be followed:

- A senior member of staff will take written statements from pupils/staff/witnesses.
- These accounts will be taken to the Principal or, if not available the vice-principal, along with any additional insights/contexts relevant to the event.
- The 'aggressor' will be kept in internal seclusion until the Principal has had time to review the events and decided on what further actions need to be taken.
- The 'victim' will be offered a supportive space and a member of staff to talk with.

20.12   Once the Principal is satisfied that all the necessary information has been gathered, appropriate decisions will be made taking into account the severity of the incident/s and other relevant information such as the pupils ages, occurrence of previous incidents, existing pupil support. Parents will be informed. Actions the Principal may consider include, but are not limited to: internal seclusion, a fixed-term exclusion with a 'return to school meeting' with parents, restorative agreements, support groups, anti-bullying programme such as Circle of Friends, EHA referral, CAMHS or counselling support.

20.13   Peer-on-peer abuse that involves sexual assault and violence will result in a multi-agency response. As well as supporting and protecting the victim, we will need to consider whether the perpetrator could be a victim of abuse too.

20.14   The school's Behaviour policy can be found at:

https://www.steineracademyhereford.org.uk/our-school/policies/

20.15   The school has a 'no-phone' policy. Pupils of all ages are expected to hand in their mobile phones where they will be kept securely at reception until the end of the school day. Mobile phones will be confiscated from all students unless specific authorisation has been given.

20.16 Staff are aware that sexting between children and young people under the age of 18 is a criminal offence and will be reported to the police.

20.17 We adhere to the UKCCIS Guidance: Sexting in Schools and Colleges, responding to incidents and safeguarding young people (2017).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

20.18 If a member of staff becomes aware of pupils receiving or viewing sexual images the staff member must not to view or forward these illegal images, but must immediately refer this to the DSL.

20.19 If staff become aware of an incidence of sexual violence and/or sexual harassment, they must report this to the DSL who will liaise with other relevant external agencies, take account of the context of the incident, write a risk assessment and refer to the 2018 Guidance, Sexual Violence and Sexual Harassment between Children in Schools and Colleges and KCSIE 2020. For further information on age-appropriate sexual behaviours refer to the Brook Sexual Behaviours Traffic Light Tool www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light

20.20 When the school investigates an incident of peer-on-peer abuse it must follow the DfE guidance on 'Sexual violence and sexual harassment between children in schools and colleges' and the West Midland child protection procedures. https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

21. Safeguarding, Behaviour and Mental Health

21.1 The school recognises that poor and challenging behaviour and/or poor mental health displayed by a pupil may be connected to safeguarding concerns and could be a sign that the pupil is suffering from harm, has been traumatised by abuse, or has experienced Adverse Childhood Experiences. Staff are expected to record poor behaviour incidents and any mental health concerns on CPOMS.

21.2 Behaviour incidents are investigated by an appropriate member of staff depending on the level of seriousness and key staff will be alerted to these behaviours in order to offer support to the pupil. When there are on-going behavioural challenges, or sudden changes in behaviour the safeguarding team will be alerted through CPOMS (see Behaviour policy) and enquiries into the pupil's welfare will be made.

21.3 Before a decision is made to exclude a pupil due to their behaviour the child's safeguarding risks are considered.

22. Physical contact with Pupils

22.1 Some form of physical contact with pupils by teachers is inevitable. All staff should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. *(See Safe Working Practices, Staff Conduct, Safe Touch policy).*

22.2 Where any uncertainty exists an experienced member of staff (or DSL) should be consulted

22.3   One-to-one discussions with pupils should, if possible, take place in rooms which are openly visible to other members of staff and in the presence of a witness.

22.4   Staff must first try to de-escalate situations verbally. In the event of physical restraint becoming necessary a trained member of staff should be called immediately to assist in the process. Only the minimum amount of force and contact should be used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention a Serious Incident form should be completed and a Positive Handling Plan must be agreed. *(See Safe Touch policy and Behaviour policy)*.

22.5   All staff must exercise utmost caution in the use of physical restraint particularly around vulnerable pupils such as those with EHCP, SEND or medical needs. Their additional needs must be taken into consideration when considering using physical restraint.

23.   Allegations against school staff

23.1   If an allegation is made against a member of staff or volunteer, the Principal (or Chair of Governors, if the allegation is made against the Principal) must report the allegation to the Local Authority Designated Officer (LADO) for Allegations and seek their advice. If there is clear evidence to prove that the allegation is incorrect, the Principal will seek advice from Hereford schools' HR advisory team about handling sensitive conduct investigations.

23.2   Any member of staff (including volunteers) should be reported immediately if they have:
- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

23.3   All staff need to be aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

23.4   When in doubt – consult.

23.5   For specific guidance on how to respond to allegations against staff, please refer to *Procedures & Guidance for Managing Allegations Against Staff* which is available from the school office.

23.6   For Independent advice on whistleblowing please visit:

https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

24.   Working with other Agencies

24.1   The school is committed to its responsibility to work with other agencies and professionals to ensure children's needs are met and to protect them from harm. We are committed to identifying those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

24.2   We acknowledge that schools are not the investigating agency when there are child protection concerns and the school will pass all relevant information to the statutory agencies. We will contribute to the investigation and assessment processes as required and will support the child while this takes place.

24.3   We will ensure that relevant staff are able to attend safeguarding meetings where necessary, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

24.4   We refer to the Herefordshire Levels of Need Threshold Guidance when managing a Child Protection concern.

http://westmidlands.procedures.org.uk/assets/clients/6/Herefordshire%20downloads/HSCB%20New%20Levels%20of%20Need%20v1.0%20Dec%202017%20(R).pdf

Further information on Early Help Assessment (EHA) and an EHA Form can be found at:

www.herefordshire.gov.uk/info/200227/support_for_schools_and_settings/615/behaviour_and_support/2

Further information on local safeguarding procedures can be found at:

https://herefordshiresafeguardingboards.org.uk/safeguarding-children-young-people-in-herefordshire/

https://westmidlands.procedures.org.uk/

25.   Security

25.1   All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

25.2   Appropriate checks are undertaken in respect of visitors and volunteers coming into school. Visitors must sign in and out at Reception and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

25.3   In younger years the teacher will wait with their class and ensure a known parent/carer is present to collect the child before releasing them to this person.

25.4   The school does not accept the behaviour of any individual (parent or other) that threatens school security or makes others to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

26.   Use of School Premises by other Organisations

26.1   Where services or activities are provided separately by another body using the school premises, the Principal and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

27.   Related Policies

27.1   Policies to be read and followed alongside this policy:

- ICT guidelines, E-Safety, Email and Internet policy for Staff
- Student ICT Acceptable Use policy
- Behaviour policy – Early Years
- Behaviour policy – Main School
- LA's Guidelines for Safeguarding Record Keeping in Schools
- Induction policy
- Safe Touch policy
- Anti-Bullying policy
- Equality policy
- Photography & Digital Images policy
- Health and Safety policy
- Educational Visits and School Trips policy and Guidance
- First Aid policy
- Supporting Children with Medical Needs
- Allegations against Staff - Procedures
- Guidance for Safer Working
- Staff Code of Conduct
- Safer Recruitment and Selection Policy
- Whistle-Blowing policy

27.2   All these policies are available from the school office.

28.   **Policy Review and Annual Reporting**

28.1   This policy is reviewed annually. We welcome suggestions and comments that will contribute to improving our safeguarding processes and practice.

29.   **Complaints**

29.1   The school has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found parents handbook, on the school's website.

29.2   All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

30.   **Document Management**

Approved by (Print name): Sylvie Sklan – Governor Teaching of Learning Committee

Date Approved: June 2020   **Updated:** November '20

Review Date: June 2021
Designated Safeguarding Lead: Wendy Lane
Designated staff members: Carol Kirk, Kate Andrews, David Mace, Carolyn Bond and Julie Whitfield
Designated governor: Claire Dawson

Appendix A – Important Contact Details

LADO (Local Authority Designated Officer): lado@herefordshire.gcsx.gov.uk.

MASH (Herefordshire Multi Agency Safeguarding Hub): www.herefordshire.gov.uk/MASH
Tel: 01432 260800

Further information on Early Help Assessment (EHA) and an EHA Form can be found at:

www.herefordshire.gov.uk/info/200227/support_for_schools_and_settings/615/behaviour_and_support/2

Further information on local safeguarding procedures can be found here:

https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/
https://westmidlands.procedures.org.uk/

Keeping Children Safe In Education 2020

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Child Abuse Concerns:

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Key documents can be found in the staffroom or at request from the DSL including guidance on CSE, Prevent, CME and peer-on-peer abuse.

Appendix B   - Annual report to Board by Designated Safeguarding Governor

1. Period Covered
2. Name of report author and date presented to governors
3. Names of Designated Safeguarding Person(s)
4. Training Record (of staff at all levels)
5. Audit of relevant policies and review dates
6. No. of initial referrals made, separated into physical, emotional, sexual and neglect
7. Number of Meetings Attended by type:
   a. Initial Child Protection Conference
   b. Professionals Strategy meeting
   c. Child Protection Review Conference
   d. Core Group Meeting
   e. Early Help Assessment: Team Around the Family/Child (TAF/TAC)

- Number of pupils subject to a Child Protection Plan
- Number of Children in Public Care
- Number of allegations made against staff
- Other comments on safeguarding issues or concerns
- Comparison information from previous year
- Trends and impact of any new legislation or guidance
- Any deficiencies in the safeguarding procedures and actions required to rectify them.

Appendix C – Good Practice Guidance

- In the event of any injury to a child, accident or otherwise, ensure that this is recorded and the recording witnessed and countersigned by another adult, usually a senior member of staff.

- Record on CPOMS, allegations that a child may make against a staff member e.g. 'you are always picking on me', 'don't hit me', noting the circumstances, who was present and what actually happened. Some of these allegations will be false allegations and it is important to note witnesses and facts.

- If the allegation is a serious one it should be brought **immediately** to the attention of the DSL member of staff or Principal.

- If a child touches a member of staff in a sexually inappropriate way, record what happened and ensure that another adult knows. The touch could be an innocent one but it must be made clear that the child must not touch in that place/way.

- Do not spend excessive amount of time with one child away from other people. If working in a 1:1 situation, ensure that there is glass/window visibility.

- Always tell another member of staff if an individual is working/going with a child on their own.

- As far as possible ensure that another member of staff is present or aware when personal care is given to a child. Encourage children to do as much as possible for themselves within the limits of their ability.

- Staff must be mindful of how and where children are touched.

- Where a child is displaying serious behaviour difficulties, staff must record these behaviours on CPOMS and inform a member of the Safeguarding Team. The Behaviour Policy will be followed and reasons for the behaviour will be explored and appropriate actions will be taken.

- Physical restraint should be used only when there is a risk of harm or serious harm to the child and his/her peers/ staff /school property, and then only in accordance with guidelines on how to hold. The use of physical restraint should be recorded as a Serious Incident and a follow-up Risk Assessment and Positive Handling Plan will be agreed by staff, pupil and parents.

- Always discuss any suspicions of inappropriate behaviour or abuse with the DSL. Do not keep it to yourself. This also includes inappropriate use of school equipment (video cameras, digital cameras, internet, laptops, etc.). Staff should ensure they are familiar with the schools e-safety policy and procedures.

- Adhere to the good practice guidelines regarding intimate care of children.

- Record all contact with parents/carers or other professionals

N.B. Breaches of the above guidelines will be addressed by the school's leadership team and may involve use of the disciplinary procedure.

Appendix D – Recognising Child Abuse

NSPCC's Child Abuse and Neglect section of their website includes pages on all types of abuse. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out by both men, women and children.

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.

Signs that MAY INDICATE sexual abuse;

1. Sudden changes in behaviour and school performance
2. Displays of affection which are sexual and age inappropriate/ sexualised behaviour inappropriate to the child's age or stage of development.
3. Self-harm, self-mutilation or attempts at suicide
4. Alluding to secrets which they cannot reveal
5. Tendency to cling or need constant reassurance
6. Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
7. Distrust of familiar adults
8. Anxiety of being left with relatives, a child minder or lodger
9. Unexplained gifts or money
10. Depression and withdrawal
11. Fear of undressing for PE
12. Sexually transmitted disease
13. Fire setting

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Physical abuse is 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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment should signal concern.

Emotional abuse refers to 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 over protection 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 INDICATE emotional abuse

1. Over reaction to mistakes
2. Lack of self confidence/esteem
3. Sudden speech disorders
4. Self-harming
5. Extremes of passivity and/or aggression
6. Compulsive stealing
7. Drug, alcohol, solvent abuse
8. Fear of parents being contacted
9. Unwillingness or inability to play
10. Excessive need for approval, attention and affection

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self-esteem.
- Obesity where health is adversely affected

Domestic Abuse is a child protection issue. Children who witness or experience domestic abuse/ violence, including intimate domestic abuse, are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in their dealings with these children. Information may need to be shared confidentially within the school on a 'need to know' basis. The DSL has responsibility for deciding whom to inform.

Signs that MAY INDICATE domestic abuse

1. A pattern of injuries, even if minor - e.g. bruising, particularly if fingertip or hand shapes are in evidence.
2. Unexplained injuries with inconsistent / unlikely explanations.
3. Indications that a child is fearful of an adult/adults.
4. Indications that a child is fearful of certain situations.
5. Noticeable change in behaviour/moods.
6. Frequent tummy-aches.
7. Wetting, or going to the toilet frequently – where this is a change to the child's usual behaviour.
8. Deterioration in concentration or behaviour.

Note: Some of the above may have some other possible explanation, but a cluster of these signs should indicate consideration of possible child protection issues, and should be reported.

Bullying

It is sometimes difficult to decide whether certain behaviour from one child to another constitutes normal 'experimentation', bullying or child abuse. Bullying can be defined as '*deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves'. (DfE Circular 10/95).* This can include physical acts (hitting, kicking), verbal (name calling, racism), or indirect bullying such as spreading rumours, or excluding someone from a group. Among children with severe developmental delay it can be particularly difficult to differentiate bully from other forms of challenging behaviour. **Reference should be made to the school's Behaviour policy and Anti-bullying Policy.**

Prevent Duty refers to the duty to prevent radicalisation under The Counter-Terrorism and Security Act 2015:

We recognise that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

We recognise that exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

All staff receive Prevent training to help identify cases of pupils at risk of involvement in extremist behaviour, to understand that the Prevent Duty applies to our school whatever our demographic, and to understand that the risk of extremism from the far right is as important as religious radicalisation. The local risks of being drawn into terrorism, including supporting terrorist ideology are regularly assessed.

Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation and we inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation. We follow the guidance in Keeping Children Safe in Education and have in place:

a, staff who understand what to do when children do not attend regularly

b, appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)

c, staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage, CE and CSE.

d, procedures to inform the local authority when they plan to take pupils off-roll because they are:

- leaving school to be home educated;
- no longer living close enough to the school to reasonably attend;
- likely to remain medically unfit beyond compulsory school age;
- in custody for four months or more (and will not return to the school afterwards);
- or permanently excluded

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is 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. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The Serious Crime Act 2015 introduced several provisions to deal with FGM, including making it mandatory to report FGM to the police. Section 5B of the Female Genital Mutilation Act 2003 (as

inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they become aware of that FGM appears to have been carried out on. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

From a SAH perspective, it is important to note that a new mandatory reporters will become aware of FGM by disclosure, not through physical examination.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

NSPCC FGM Helpline - 0800 0283550

- female genital mutilation (FGM) mandatory reporting
- FGM NHS
- FGM e-learning
- FGM 'The Facts' Leaflet

Appendix E – Specific Safeguarding Issues that can affect children

Children with family members in prison are at risk of poor outcomes and may suffer from low self-esteem, poverty, stigma and poor mental health. More information is available at www.nicco.org.uk

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

County Lines: Criminal gangs can groom and exploit young people to carry drugs and money between urban and rural areas. Children and Young People involved with this kind of coercive abuse may go missing from home and education. The involvement may appear consensual but will involve coercion, threats, bullying and violence.

Serious Violence: Staff should recognise the signs that indicate a pupil may be involved with serious crime. These may include an increased absence from school, changes in friendships, relationships with older people, a decline in performance, signs of self-harm, change in well-being, signs of assault or unexplained injury, unexplained gifts/new possessions.

Homelessness: Children who live in families that are homeless or at risk of homelessness have a high level of risk to their welfare and may be exposed to anti-social behaviour, domestic violence and poverty. In some cases homelessness may refer to a 16-17 year old who is no longer living in the family home. In such cases where there are concerns children's services will be the designated lead authority.

So called 'honour-based' violence: In addition to FGM (Appendix D) other abusive incidents, carried out in 'honour' of the family, include forced marriage and breast ironing. These incidents and crimes often involve a wider social context of family and community members exerting pressure and can include multiple perpetrators. It is recognised that all forms of HBV, including historical HBV, are abusive and need to be treated as such. In cases of forced marriage threats and coercion are used to force one party into a marriage. Advice and information can be found at the Forced Marriage Unit fmu@fco.gov.uk.

Sexual violence and sexual harassment between children in schools can occur between children of either gender and can involve groups or individuals. It may occur online or face to face and may be verbal and/or physical. Sexual violence and sexual harassment is never acceptable and can adversely affect children and young people. Sexual violence includes rape, assault by penetration and sexual assault. Sexual harassment includes behaviours such as making sexual comments, calling children sexualised names, deliberately touching another child in a sexualised manner and online sexual abuse. If sexual violence or/and sexual harassment is suspected, reported or disclosed the school will adhere to the 'Sexual violence and sexual harassment between children in schools and colleges 2018' Guidance and Regional Safeguarding Guidance.

Upskirting: this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Addendum – Online safety, response to disrupted learning due to Covid-19

Children and online safety away from school and college: Response to School closures due to Covid-19

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with by following the processes outlined in the school Safeguarding Policy and, where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching; Staff should follow the same principles as set out in the staff code of conduct Below are some things to consider when delivering virtual lessons:

- Virtual lessons should take place as audio lessons: live video lessons should not be used except for in younger classes (6 and below), when certain lessons may be delivered using the video facility so pupils can see the teacher's face and normalise the experience; Staff may also use the video for pre-recorded lessons.

- In cases where video is used the teacher should, as with all remote online lessons, ensure that the lesson is recorded; suitable clothing is worn and that the delivery has been made in an appropriate area, for example, not in bedroom or bathroom etc. If in doubt video backgrounds should be blurred; ensure none of the children allow their video facility to be enabled.

- All live virtual classes should be recorded so that if any issues were to arise, the lesson can be reviewed;

- Language must be professional and appropriate, including any family members in the background;

- When it is necessary for staff to conduct 1 to 1 sessions e.g. for music performance, teachers will notify parents of the date and time of the session and the parent will ensure that the lesson takes place in a social area of the house: as above, these lessons will be audio only lessons and will be recorded;

- Staff should be mindful that when supporting pupils with their learning on Team's chat function, they also encourage pupils to balance their learning so that healthy routines e.g. meal-times, leisure time and sleep are not disrupted by excessive work;

- If a member of staff has a concern following any online communication with a pupil, either following virtual lesson or other communication, they should use the usual safeguarding referral process to inform the DSL where appropriate as well as the Class Guardian and respective Phase Lead – this should be logged and actions that have been planned or have been taken on CPOMS.

Specific Pupil Guidance when Using Microsoft Teams or Similar learning platforms

- Language and conduct when using Teams must be professional and appropriate – in line with school behaviour expectations for when pupils are learning in class;

- When using the 'chat' function on Teams, pupils should use this to support their learning during lessons; it should not be used for non-related learning purposes;

- When using Teams to interact with each other outside of lesson time, pupils should be mindful of the nature of their interaction. The use of inappropriate language, information sharing (e.g. images or websites) or the use of aggressive or coercive interactions will be dealt with robustly in accordance with the school behaviour policy;

Parental Guidance

- If parents have any safeguarding concerns relating to online learning they should raise them immediately with their teacher, guardian or safeguarding lead. This includes inappropriate use of the learning platform by any pupil.

- Parents are responsible for ensuring their child adheres to the guidance above.