



SEXEY'S  
SCHOOL

*Safeguarding is everyone's responsibility - 'it could happen here'.*

# Safeguarding and Child Protection Policy

Part 2 – School policy

(to be read in conjunction with Part 1 –the overarching Trust policy, which can be viewed:

<https://www.quantockedtrust.co.uk/page/?title=Trust+Documents&pid=10> )

**SEPTEMBER 2023**

Date of Policy	September 2023
Review Date	July 2024
SLT Lead	Darryl Carpenter
Policy last reviewed by	Darryl Carpenter
Governing Body Link	Safeguarding Governor Danyel Palmer

We believe that all Children should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of Children from minority ethnic groups and disabled Children and the barriers they may face, especially around communication.

This policy will be reviewed in full by the Governing Body. The policy has been reviewed by the Safeguarding Governor. This policy was updated to respond to:-

- Keeping Children Safe in Education (September 2023)
- Working Together to Safeguard Children (March 2018)
- Somerset Safeguarding Children's Partnership (previously the Somerset Safeguarding Children 's Board) policies and procedures

Signed Date

September 2023

Headteacher

Signed Date

September 2023

Safeguarding  
Governor

## **Key Safeguarding staff and contact details**

**The Safeguarding Phone numbers are 07701 303992 or 07955 856587 these phones will be held by the DSL or DDSL**

<b>Name</b>	<b>Designation</b>	<b>Email contact details</b>
Mrs Helen Cullen	Headteacher	HCullen@sexkeys.somerset.sch.uk
Mr Malcolm Broad	Chair of Governors	Chair@sexkeys.somerset.sch.uk
Mr Danyel Palmer	Nominated Safeguarding Governor	DPalmer@sexkeys.somerset.sch.uk
Mrs Helen Cullen	Deputy Designated Safeguarding Lead Prevent Lead	HCullen@sexkeys.somerset.sch.uk
Mr Darryl Carpenter	Designated Safeguarding Lead Child Sexual Exploitation Lead	dcarpenter@sexkeys.somerset.sch.uk
Mr Phillip Clackson	Assistant Head Pastoral Designated, Teacher for Looked After Children and Safeguarding officer.	PClackson@sexkeys.somerset.sch.uk
Mr Tim Allen	Director of Boarding	TAllen@sexkeys.somerset.sch.uk
Mrs Helen Snow	Safeguarding Administration Manager	hsnow@sexkeys.somerset.sch.uk
Mr John Moise	Safeguarding Officer and Director of Sixth Form	JMoise@sexkeys.somerset.sch.uk
Mrs M Sandiford	Health Centre Manager	msandiford@sexkeys.somerset.sch.uk
Channel helpline		020 7340 7264
Anthony Goble	Local authority designated officer (LADO)	0300 123 2224

For multi-agency contacts for safeguarding in education refer to appendix

Please note in this policy you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

### **1. School Vision and Ethos**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect.

As a school we have a determination “*to be exceptional in all that we do*” and have an unrelenting commitment to provide:

- exceptional learning experiences within an environment where students can thrive and learn.
- a caring community that provides students with first class advice, support and guidance, where Children are valued for their individuality and their potential is nurtured and developed.
- a wide range of opportunities that help develop exceptional Children with the skills, confidence and knowledge to make a positive contribution to the local and global community both now and in their future lives.
- staff with an exceptional place to work, to develop and to inspire Children.

## **2. Our commitment**

To safeguard and promote the welfare of Children through:

- The provision of a safe environment in which Children can learn.
- The provision of high-quality residential provision, which nurtures and develops our Children and Children to achieve and thrive.
- Identifying concerns early and provide appropriate help and support for Children and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.

## **3. Introduction**

At Sexey's School, we are committed to providing an environment that nurtures and transforms the lives of Children attending the School and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with our School's Safeguarding Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

## **4. Aims**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote childrens' welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

## **5. Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- The Childrens Act 1989 (and 2004 amendment), which provides a framework for the care and protection of Children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with Children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to Children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998
- Public Sector Equalities Duty
- Education and Training (Welfare of children) Act 2021
- Guidance from Somerset Safeguarding Children Partnership
- Government guidance related to Covid 19: The full collection is available on the government website. Sexey's school has created an addendum to this document to reflect the changes made during lockdown or in the event if a further lockdown. These are available via the school website.
- The Equalities Act 2020

This policy also complies with our funding agreement and articles of association.

## 6. Definitions

**Safeguarding and promoting the welfare of Children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. (Children's Act 1989 s47)

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Consensual and non-consensual sharing of nudes and semi nudes images** (also known as sexting or youth produced sexual imagery); is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

### **Safeguarding Partners**

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local Children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area
- Victim and alleged perpetrator statement

## **7. Equality statement**

Some Children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#) and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The Equality Act allows the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. This is in addition to the existing duty to make reasonable adjustments for disabled children and young people.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9) and the SEND policy
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)
- Are missing from education
- Whose parents remove them from school

Equality and objectives statement can be viewed on the school website.

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- How to report Low Level Concerns
- Whistleblowing Policy
- Code of Conduct for Staff/ Staff Behaviour Policy
- Allegations of Abuse Against Staff
- Behaviour (which should include measures to prevent child on child bullying, harmful sexual behaviour including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- Online Safety Policy
- Self-Harm Policy
- Child on Child abuse Policy
- Mental Health Policy
- Relationship Abuse in Young People Policy
- Relationships and Sex Education Policy
- Missing Student Policy
- Policy on Supporting children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety

The Head Teacher will ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

## 8. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and offsite activities.

The school plays a crucial role in preventative education. This is in the context of a wholeschool approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships    ○ Boundaries and consent    ○ Stereotyping, prejudice and equality    ○ Body confidence and self-esteem    ○ How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital

mutilation (FGM) and how to access support ○ What constitutes sexual harassment and sexual violence and why they're always unacceptable

## 8.1 All staff

All staff complete safeguarding training both online and attend an induction with the DSL.

All staff will read and understand part 1 and Annex A of the Department for Education statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

Staff sign a declaration to agree they have read and understood part 1 and annex A.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy,
- The staff code of conduct, ➤ the role and identity of the designated safeguarding lead (DSL) and deputy, ➤ the behaviour policy,
- The safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child criminal exploitation (CCE), child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation and serious violence (including that linked to county lines).
- To be vigilant as safeguarding matters do not always relate to one category of concern, they can overlap with one another.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children

All relevant staff will undertake safeguarding and child protection training that includes an understanding of the expectations, applicable roles and responsibilities in relation to use of media and technology, online safety including the use of filtering and monitoring. This will ensure that all staff have the relevant skills and knowledge to safeguard children effectively.

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 8.2 The designated safeguarding lead (DSL)

The DSL will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

Deputies will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

The Designated Safeguarding Lead has chief responsibility for ensuring effective filtering and monitoring technology in their ICT systems to ensure pupils are not accessing harmful or illegal content on school owned devices. The Quantock Education Trust will provide ICT support and guidance for DSLs to ensure that this responsibility can be met

The DSL is a member of the senior leadership team. Our DSL is Darryl Carpenter, Assistant Head, DSL. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours and out of hours as needed for staff to discuss any safeguarding concerns.

The DSL can be contacted by;

- Email [dcarpenter@sexkeys.somerset.sch.uk](mailto:dcarpenter@sexkeys.somerset.sch.uk)
- Phone 07701 303992

When the DSL is absent, the deputy, Helen Cullen will act as cover. The DDSL can be contacted by;

- Email [hcullen@sexkeys.somerset.sch.uk](mailto:hcullen@sexkeys.somerset.sch.uk)
- Phone 07955856587

If the DSL and deputy are not available, an identified Safeguarding Officer will act as cover and staff will be notified who to contact and how.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Have a good understanding of harmful sexual behaviour

The full responsibilities of the DSL and deputy are set out in their job description.



### 8.3 The governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a senior board level (or equivalent) lead Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. Duties are further outline in Keeping Children Safe in Education. The governing board in make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education.

All Governors will undertake Safeguarding and Prevent training.

The Governors will ensure all staff undergo safeguarding and child protection training which includes training relevant to the filtering and monitoring systems on school electronic devices

Section 15 of this policy has information on how governors are supported to fulfil their role.

### 8.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns though they may wish to collaborate with the DSL on this.

### **8.5 Consultant Social Worker**

Sexey's School has appointed a Consultant Social Worker who visits the school at least half termly to provide Professional Safeguarding Supervision for the DSL and DDSL and Boarding Staff Team. They also review cases and provide advice and guidance as required.

### **8.6 Safeguarding and Care Improvement Consultant**

Sexey's School has appointed an external Safeguarding and Care Improvement Consultant who will carry out annual extremal audit/review and scrutiny of safeguarding and care and provide reports to the headteacher and Governing Body, identifying areas of good practice and areas for improvement.

## **9. Staff Induction**

As part of the induction process for new employees they will attend an induction briefing. This will include a one to one induction meeting with either the DSL or DDSL that signposts staff to relevant safeguarding documentation including this policy and procedure, guidance for safer working practice, what to do if you're worried a child may be abused and whistleblowing advice. All new staff who join the school undertake the EDUCARE Introduction to Safeguarding Training and the Prevent Course online. During their induction training, new staff will be given and have read:

- Staff Code of Conduct.
- The school's Safeguarding Policy.
- Keeping Children Safe in Education (2023) (Part One and Annex A).
- Behaviour and Rewards Policy.
- Procedures for Children missing education.

## **10. Confidentiality**

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries in order to protect and safeguard children.

Safeguarding and protecting children raises issues of confidentiality that must be clearly understood by all staff in the school. All staff both teaching and non-teaching, including

Boarding staff and Health Centre team have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

The Health Centre staff will share all safeguarding concerns with the DSL, should a student request a confidential medical appointment this will be booked through the GP with the DSL notified, it will be recorded on the students safeguarding file where appropriate.

If a young person confides in a member of staff or volunteer and requests this information is kept confidential it is appropriate that the staff member tells the young person in an appropriate manner to the students age and stage of development that they cannot promise confidentiality and that if the information shared raises a concern about the student or another students' safety or well-being that could be considered a safeguarding concern, that the information will be shared with the DSL who may seek further advice and support from external agencies to ensure the student concerned is kept safe and cared for.

If a victim asks the school not to tell anyone about sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains ➤ Regarding anonymity, all staff will:
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Our principles related to safeguarding and confidentiality include:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children .
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The school has a separate Sexual Violence and Sexual Harassment policy.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

## 11. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 11.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

- Tell the DSL as soon as possible if you make a referral directly.
- Contact Somerset Direct on 0300 123 2224
- Ring the Police 999
- <https://www.gov.uk/report-child-abuse-to-local-council>

### 11.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- **Receive** – Listen to what is being said without displaying shock or disbelief. Accept what is being said without judgement. Take it seriously.
- **Reassure** – Reassure the child but only as far as it is honest. Do not make promises that you cannot keep, do not promise confidentiality. Explain what will happen next and that you will have to pass the information on.
- **React** – Listen quietly and patiently. Do not assume anything, do not speculate or jump to conclusions. Do not investigate, interrogate or decide if the child is telling the truth. Let the child explain in their own words what happened and don't ask leading questions.
- **Report** – write up your conversation using the child's own words and record on MyConcern - High risk concerns should be taken directly to DSL or DDSL and then record on MyConcern. Lower risk concerns should be reported on MyConcern, on the same day they are raised. Alternatively, if appropriate, make a referral to

Children's social care and/or the police directly (see 11.1), and tell the DSL as soon as possible that you have done so.

Do not share this information with anyone else unless told to do so by relevant authority in the safeguarding process.

It is important to remember that while it is a member of staffs' role to be a supportive listener, it is not their role to counsel the child or investigate the child's claims. Appropriate agencies will undertake investigations and provide specialist support for a victim.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

### **11.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve Children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **any pupil** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

- Inform DSL
- DSL or staff member to immediately contact the Police
- DSL contact Somerset Direct and completes a Level 4 Referral

#### **11.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Appendix 6 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the safeguarding team /senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (by calling 0300 123 2224 or email [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk). Share any action taken with the DSL as soon as possible.

#### **Early Help**

Any child and family may benefit from Early Help. Early Help focuses on providing support and promoting the welfare of children, young people and their families than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help is both early in terms of age and early in the cycle of need. Some examples of a child that may benefit from Early help are:

- Those with a physical or mental health need
- SEND needs or supported by an EHCP
- A family member in prison or affected by a parent offending
- A family member misusing substances or misusing themselves
- At risk of Honor based abuse
- At risk of being drawn into gangs or criminal behaviours
- Persistent absence from education
- At risk of exploitation or radicalization
- Previously fostered or in a private fostering arrangement

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving.

Timelines of interventions will be monitored and reviewed.

The DSL or DDSL will complete a Level 3 referral for Early Help Assessment. Consent from the Student and Parent are required for this and often this will be an outcome of a Team around family meeting or will lead to a Team around a family meeting. If consent is not given the DSL or DDSL will seek advice from the Designated Safeguarding Lead Consultation Line.

#### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If a case does not appear to be progressing within another agency or a professional disagreement is reached then the DSL should use Somerset local Authority Escalation Procedures to escalate their concerns. This will involve an escalation to the Line Manager / team Leader of the staff member who is holding the case. Further details can be found in the Staff Safeguarding Handbook.

### **11.5 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the safeguarding team or senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **11.6 If you have a mental health concern**

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 will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 11.2

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The school has a number of staff who are specifically identified as being able to support students who are showing signs of Mental Health Needs including:-

- Mental Health First Aiders
- Pastoral Support Manager (Emotional Coach & Thrive practitioner)
- Pastoral Assistants
- School Counsellor
- Health Centre Manager

In addition to this the school has strong links with CAMHS and will liaise directly through the Single Point of Access (SPA) with staff within CAMHS over students' cases where consent is given.

The school has a separate policy for mental health that can be accessed on the school website [here](#)

For procedure if you have a concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer harm, or immediate danger) refer to the flow chart Appendix 6 and information in the Staff Safeguarding Handbook.

### **Safer Recruitment and Safer Working Practice**

Sexey's school pays full regard to the required safe recruitment practices detailed in Keeping Children Safe in Education (2023, Part 3) which includes:

- Scrutinising applicants verifying identity and academic or vocational qualifications obtaining professional and character references, checking previous employment history and ensuring candidates has the health and physical capacity for the satisfactory before appointment is confirmed.
- Undertaking appropriate checks through the Disclosure and Barring Service (DBS) the barred lists checks and prohibition checks (and overseas checks if appropriate) dependent on the role and duties performed, including regulated and non-regulated activities.
- All recruitment materials to include reference to our schools commitment to safeguarding and promoting well-being of pupils
  - In accordance with safer recruitment activity our schools will inform shortlisted candidates for interview that online searches may be carried out in the recruitment process.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.
- Recruitment Policy is accessible via the school website.

### **11.7 Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the Chief Executive Officer (CEO)

The headteacher/CEO will inform the LGC who will then follow the procedures in line with the Quantock Education Trust (QET) allegation of abuse against staff policy; this can be found on the school website. Information is also in the staff safeguarding handbook.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).



Staff should raise concerns relating to another member of staff even if it does not meet the allegations threshold/threshold of harm to a child but cause a sense of unease or a 'nagging doubt' that a member of the school community may have acted in that way.

Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally see **Appendix B: NSPCC Whistleblowing advice and information**. This is also available on the safeguarding notice board in the staff room. In addition, the whistleblowing policy is available via the website.

#### **11.7.1 Allegations of abuse made against teachers, other staff, Volunteers and Agency Staff: People in a Position of Trust**

Working Together to safeguard children (March 2018) states that organisations should have in place clear policies in line with those from the Somerset Safeguarding Partnership to manage allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. Full details are available [here](#)

#### **11.7.2 Commissioning Alternative Provisions**

Alternative Provision will be commissioned with a clear agreement of roles and responsibilities to maintain safeguarding and daily monitoring of attendance arrangements for learners who are not taught on site. Sexey's School will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

#### **11.7.3 Allegations regarding an incident that happened when an individual or an organisation uses the school premises for the purposes of running activities for children**

Our school will follow its safeguarding policies and procedures in relation to notification to the Local Authority Designated Officer, in the event of an allegation regarding an incident that happened when an individual or an organisation uses the school premises for the purposes of running activities for children. This includes events such as community groups and sports associations. Records will be retained for a period of 10 years from the date of the allegation.

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

As a school we expect providers [hirers] to have in place the following:  
In accordance with the guidance keeping children safe in out of school settings the School may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the school follow our safeguarding policies and procedures, including informing the LADO.

#### **11.8 Allegations of Child on Child Abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils

We also recognise the gendered nature of child on child abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Each incident will be assessed and support interventions and disciplinary responses will both be considered and undertaken in isolation or alongside each other in response to need.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, sexual violence or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including nudes or semi nudes)

See appendix 3 for more on child on child abuse

**If a pupil makes an allegation of abuse against another pupil:**

- You must record the allegation and tell the DSL, but do not investigate it
- Reassure the child they are being taken seriously, they will be supported and kept safe. Never minimise what they are saying or give cause for them to experience shame for telling.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation

As a school we recognise the sensitivity and complexity of child on child abuse and have completed the following separate policies that can be found on the school website

Child on Child Abuse Policy

Sexual Violence and Harassment Policy

Relationship Abuse Policy

**Online safety, online abuse and the use of mobile technology**

The use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. Schools and colleges must adopt a range of effective safeguarding approaches that both safeguards and empowers children to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children can learn to keep themselves safe online.

Our School will ensure there is effective filtering and monitoring technology in our ICT systems to ensure pupils are not accessing harmful or illegal content on school owned devices. The Designated Safeguarding Lead has primary responsibility for ensuring the governance of this within the school.

The school adheres to the DfE's filtering and monitoring standards. These state that schools should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

The school has a separate Online Safety policy that can be accessed through the website.

### **11.9 Sharing of nude or semi-nude images and/or video's** (previously referred to as sexting, also known as 'youth produced sexual imagery')

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

#### **Your responsibilities when responding to an incident**

- If you are made aware of an incident involving Sharing of nude or semi-nude images and/or video's, you must report it to the DSL immediately.

#### **You must not:**

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any children involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

#### **Initial review meeting**

Following a report of an incident, the DSL will review with appropriate school staff and consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

### **The DSL will make an immediate referral to police and/or Children's social care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy. **Further review by the DSL**

- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through;

- Contacting 101
- Contacting the Police Local Beat Team

### **Recording incidents**

All sharing of nude or semi-nude images and/or video's incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 18 of this policy also apply to recording incidents of sharing of nude or semi-nude images and/or video's.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sharing of nude or semi-nude images and/or video's as part of our RSE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images □ The receipt of such images

This policy on sharing of nude or semi-nude images and/or videos is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

### **Reporting systems for our pupils**

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

All students are aware of confidential reporting via:

- Safeguarding posters show who they can report concerns to
- Safeguarding PowerPoint shared with students termly includes online reporting options
- Confide email, opportunity to raise concerns anonymously
- Staff emails – further information can be found in our online safety policy.

## **12. Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

### **13. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Child Exploitation Peer Mentors
- Emotion Wellbeing Peer Mentors
- Emotion coaching
- 1:1 and Group support – Teenage brain and mindfulness
- Social communication groups
- Thrive approach

Our SENCO is a valued part of our safeguarding team.

### **14. Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

#### **14.1 Looked-after and previously looked-after Children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads. We have appointed a designated teacher, **Mr Phil Clackson, Assistant Head**, who is responsible for promoting the educational achievement of looked-after Children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

**As part of their role, the designated teacher will:**

Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## **15. Specific Responsibilities Relating to Residential Provision**

Children can be particularly vulnerable in residential settings. We are committed to ensuring that our children are safe from harm and able to develop, thrive and fulfil their potential. We value and nurture each child as an individual with talents, strengths and capabilities that can develop over time, by fostering positive relationships and establishing clear boundaries of acceptable behaviour. Working in close partnership Boarding Staff and Teaching staff support the student's emotional, mental and physical health needs, nurturing their learning, including out of school learning and preparation for independence. We have high expectations of our staff as committed members of a team to provide a safe and stimulating environment in high quality buildings.

**Boarding schools** must have due consideration to the **Boarding Schools National Minimum Standards (April 2015)** which sets down the national minimum standards (standards) to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. Boarding schools should have 'have regard to' the standards and can demonstrate that it either complies with the guidance or has considered the guidance and has good reason for departing from it.  
Boarding schools NMS.

The school has an Independent Listener.

## **17. Complaints and concerns about school safeguarding policies**

### **17.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our allegations of abuse made against staff policy available on our website.

## 17.2 Other complaints

The school has a complaints policy that sets out the procedures for managing complaints related to pupils and premises.

## 17.3 Whistle-blowing

The school has a separate policy that sets out the procedures for Whistle-blowing.

## 18. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

All Safeguarding concerns are logged electronically on My Concerns, these are triaged and actioned daily. In addition to this there are Safeguarding files for all students who require one. These files are locked in a filing cabinet in the Pastoral Office with only the DSL and DDSL and Safeguarding Administrator having access to them. Paper files are reviewed at least once every three months by the DSL.

The DSL and DDSL hold responsibility for information sharing in line with local safeguarding procedures with key agencies working with students and upon school transfer.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff



## **19. Training**

### **19.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also undertake online safety training

All staff will receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. All staff have at least annual training in addition to this staff in key roles will have additional training to support them. There is termly staff newsletter issued which provides training and advice for staff. Half termly there is a safeguarding update..

Training will be regularly updated and have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **19.2 The DSL and deputy**

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **19.3 Governors**

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## 19.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

## 20. Monitoring arrangements

This policy will be reviewed **annually** by the headteacher. At every review, it will be approved by the full governing board.

## 21. Links with other policies

This policy links to the following policies and procedures:

Behaviour  
Staff Code of Conduct  
Complaints  
Health and safety  
Attendance  
Online safety  
Equality  
Sex and relationship education  
First aid  
Curriculum  
Designated teacher for looked-after and previously looked-after children Privacy notices  
Whistle-blowing  
Anti-bullying  
IT acceptable use  
Self Harm  
Mental Harm  
Sexual Harassment and Sexual Violence  
Child on Child Abuse  
Relationship Abuse in Young People

## 22. Monitoring and Reviewing

This policy will be reviewed annually

### Summary of changes at review

Date of Change	Reviewer	Detail of Change
01/09/2021	CW	Update and re-written to reflect new statutory guidance issued in 2021.
10/10/2022	CW	Update and information added to reflect new guidance issued in 2022

11/10/2022	CW	When referring to 'college pupils' this includes all providers of post 16 education as set out in Apprenticeships. Skills and Learning Act 2009: 16-19 Academies, Special Post 16 institutions and Independent Training Providers.
26/08/23	DC	Update and information added to reflect new guidance issued in 2023

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

**Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of 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
- 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.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care-givers) Ensure access to appropriate medical care or treatment

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

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

## Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

## Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

## Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. **Seeking references and checking employment history**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees

- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

## **Interview and selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

## **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

## **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:

- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

➤ Check that candidates taking up a management position\* are not subject to a prohibition from management (section 128) direction made by the secretary of state

\* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or ➤

There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.



## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

## **Governors**

All trustees, local governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 3: Safeguarding in specific circumstances:**

There are areas of safeguarding that the organisation has to have due regard to. The groups identified below are considered as having increased vulnerabilities

### **Children and the court system**

Children **may** be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

### **Child missing from education**

All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Children on roll who are not attending.**

Where there are children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the settings responsibility for safeguarding and procedures will be put in place to monitor their wellbeing.

Children will be supported by Team Around the Family meetings, offer level 2 interventions and where appropriate raised at Team Around the School meeting to gain the most appropriate support.

Should a child/parent refuse or be non-attending due to a court process for poor attendance the provision needs to escalate and monitor welfare. Cases should be referred to *Education Engagement Service (EES)* who will consider support or escalation.

### **Electively Home Educate (EHE)**

Parents and students who decide to EHE will be offered a Team Around the Family (TAF) meeting to ensure that this is the best decision for the child. This will be especially necessary for those children that have a Social Worker or are supported for SEND.

### **Children with family members in prison**

Where a family member is in prison a young person is more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the [Nicco](#) website.

## **Child Criminal Exploitation (CCE)**

CCE is geographically widespread form of harm that is often referred to as county lines, which involves drug networks or gangs that groom and exploit children to carry drugs and money. A key indicator is that victims are often missing from home, care or education and trafficked for the purpose of transporting drugs alongside other circumstances which give cause for serious concern about the welfare of children.

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. This can include vehicle crime, coercion into carrying weapons, accruing debt and their family threatened.

The abuse can be towards boys and girls and indicators of abuse may differ between genders. Perpetrated can be males or females, and children or adults. CCE can be a oneoff occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, children may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other children.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

A child who is a victim of CCE is at much higher risk of being a victim of Child Sexual Exploitation.

## **Child Sexual Exploitation (CSE)**

CSE is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The exploitation of children under 18 involves exploitative situations, contexts and relationships where children (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child Sexual Exploitation (CSE) can include both physical contact (penetrative and nonpenetrative acts) and non-contact sexual activity. It can also happen online. For example, Children may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

The abuse can be perpetrated by males or females, and children or adults. It can be a oneoff occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

The victim can be exploited even when the activity appears to be consensual. Children or children who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
- If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

## **Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children do not understand that they have been groomed or that what has happened is abuse.

## **Domestic Abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment. Sexey's has a separate Relationship in Young People Policy.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass

The DSL will provide support according to the child's needs and update records about their circumstances.

### **County Lines, Cross Borders, Gangs, Trafficking and Cuckooing.**

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to as cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101. Should children thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

[https://www.gov.uk/government/publications/criminal-exploitation-of-Children -andvulnerable-adults-county-lines](https://www.gov.uk/government/publications/criminal-exploitation-of-Children-andvulnerable-adults-county-lines)

Further information on county lines can be found at [https://www.Children ssociety.org.uk/what-is-county-lines](https://www.Childrenssociety.org.uk/what-is-county-lines)

### **Extra-familial harms (also referred to as contextual safeguarding)**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children 1:1 outside of these environments, in their neighborhoods and online. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. Parents and carers can have little influence over many of these contexts.

### **Child and Adolescent Mental Health**

Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. DfE advice for schools in relation to mental health and behaviour in schools (2018) which can be accessed [here](#). This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. Whilst it considers the school environment it is also relevant for work within our residential provision.

Sexey's School has a separate Mental Health policy that can be accessed through the website.

## **Bullying**

Sexey's School has a separate Anti-Bullying policy which is accessible on the school's website.

## **Child-on-child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Sexey's School has a Child on Child Policy, which can be accessed on the website.

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment between children in schools and colleges often referred to as Sexual Bullying: can occur between two children of **any** age and sex and occur through a group of children or children sexually assaulting or harassing an individual or group of children. It can also involve **Upskirting** which 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. This is now a criminal offence. Further guidance is available [here](#).

Sexey's School has a Sexual Violence and Sexual Harassment Policy which can be accessed on the website.

### **Serious violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

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

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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Preventing extremism**

Children and children can be vulnerable to extremist ideology and radicalisation and forms part of schools and colleges safeguarding responsibilities, as set out in the Prevent Duty Extremism is the vocal or active opposition to our fundamental values and radicalisation refers to the process by which a person come to support terrorism and



extremist ideologies associated with terrorist groups. Further information can be access below in relation to.

## Extremism Radicalisation Prevent

### **Private Fostering**

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The school will refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

### **Special Education Needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

There's a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

### **Looked after Children**

The staff have the necessary skills 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 and the name and contact details of the local authority's virtual head for children in care.

### **Fabricated or Induced Illness by Carer (FI).**

FI is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carers fabricating or inducing illness in a child:

1. Fabrication of signs and symptoms,
2. Fabrication of past medical history.
3. Falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

### **Hate Crime.**

A Hate Incident is any incident which the victim, or anyone else, thinks are based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

### **Homelessness**

Homelessness the being at risk of being made homeless is a significant risk for children. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old's who may be homeless or require accommodation A series of fact sheets can be access [here](#).

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **So-called ‘honour-based’ abuse (including FGM and forced marriage) (HBA)**

This encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **Female Genital Mutilation (FGM).**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 11.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A ➤ family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication
- The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage.**

Forcing a person into marriage is a crime. 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 of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

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

**Extremism** is vocal or active opposition to fundamental British values, such as 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 the armed forces **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on measures to prevent radicalisation are set out in other school policies, including

- Behaviour and Rewards Policy
- Relationship and Sex Education Policy

- Online Safety Policy

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and advised of safeguarding requirements of the school including safeguarding leaflet and keeping mobile phones in a safe place.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of Children**

If a child is not collected at the end of the session/day, we will:

- Ensure the student as a safe place to wait
- Contact Parents and named adults on the students file
- If the school has been able to contact a Parent or named adult to collect the child contact the Police on 101 and Somerset Direct.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow our Child Missing Policy and procedures as set out in the Staff Safeguarding handbook.

## Appendix 4 – Multi-Agency Contacts for Safeguarding in Education

If you have concerns about a child/ young person in Somerset

If a child is at immediate risk call the POLICE	<b>POLICE 999</b>		
To make an URGENT referral, i.e., a child is likely to suffer or is suffering significant harm, call Somerset Direct.	<b>Somerset Direct 0300 122 2224</b>		
To make a NON-URGENT referral, complete an Early Help Assessment and send to	<b>SD inputters</b>		
To raise concerns and ask for advice about radicalisation (also contact Somerset Direct).	<b>PREVENT DUTY - 01278 647466</b> <a href="mailto:PreventSW@avonandsomerset.police.uk">PreventSW@avonandsomerset.police.uk</a>		
To liaise with the specialist Safeguarding Police unit	<b>Lighthouse Safeguarding Unit – Avon and Somerset police</b> <b>01278 649228</b>		
<b>DSL Consultation Line</b> 0300 123 3078	<b>Early Help Hub</b> 01823 3555803	<b>Critical Incident Support</b> EPS SSE 01823 357000	

If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	<b>Local Authority Designated Officer - (LADO)</b> <b>Anthony Goble 0300 122 2224</b>
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For information, advice, and guidance in relation to safeguarding policy and procedure

Education Safeguarding Service <a href="mailto:ESS@somerset.gov.uk">ESS@somerset.gov.uk</a>		
<b>Service Manager</b> <b>Toby Jenkins</b>	<b>Team Manager East</b> <b>Jane Weatherill</b>	<b>Team Manager West</b> <b>Jane Weatherill</b>
Child sexual exploitation & child criminal exploitation	<b>Operation Topaz (Avon and Somerset Police)</b> <a href="https://www.avonandsomerset.police.uk/forms/vul">https://www.avonandsomerset.police.uk/forms/vul</a>	



Child Missing from Education	<a href="#">Somerset County Council</a>
Children affected by Forced Marriage	<b>Forced Marriage Unit</b> T: (0) 20 7008 0151 E: fmu@fco.gov.uk
Online Safety Advice	<b>Professional Online Safeguarding Helpline</b> T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	<b>Child Exploitation and Online Protection command</b> <a href="https://www.ceop.police.uk/ceop-reporting/">https://www.ceop.police.uk/ceop-reporting/</a>
FGM advice	<b>NSPCC FGM Helpline</b> T: 0800 028 3550 E: fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	<b>0800 6949999</b>
Young Carers – advice and support.	0300 123 2224 <a href="mailto:YoungCarersmailbox@somerset.gov.uk">YoungCarersmailbox@somerset.gov.uk</a>
Whistleblowing professional policy	<b>NSPCC Whistleblowing hotline</b> T: 0800 028 0285 E: help@nspcc.org.uk
<b>Primary Mental Health Specialists (advice) Child and Adolescent Mental Health</b> <a href="mailto:Cyp@somerset.org">Cyp@somerset.org</a>	
Advice around harmful sexualised behaviour.	DSL consultation line 0300 123 3078
	<b>Brook Traffic Light Tool</b> <a href="https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=">https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=</a>

## Appendix 5 – If you have a concern about a child

B. Reporting Concerns Flow Chart

