

Child protection and safeguarding policy and procedures

Date adopted	October 2023
Last reviewed:	August 2023
Next review due:	August 2024 and in line with DFE updates

Policy statement and principles

This policy is based on the Department for Education's statutory guidance, we comply with this guidance and the procedures set out by our local safeguarding children boards. The Southover Partnership recognises the necessity of safeguarding and protecting our pupils and staff, and that we must always follow the national guidance including but not limited to:

- [Keeping Children Safe in Education September 2023](#)
- [Working Together to Safeguard Children 2018](#)
- Governance Handbook
- [The Independent School Standards](#)

This policy is one of a series in the school's integrated safeguarding procedure. Therefore, this document should also be read in conjunction with:

- Staff code of conduct
- Positive behaviour policy
- Complaints policy
- Whistleblowing policy
- Anti-radicalisation policy

This policy is also available on the school website and is included in the staff handbook, volunteers' handbook and staff employment manual.

Our core safeguarding principles

- Safeguarding is everyone's responsibility.
- The safety and welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- All staff have the responsibility to safeguard and promote the welfare of children.
- Children learn better when they feel safe.
- The Child Protection and Safeguarding Policy will be reviewed at least annually, or more frequently if an incident or new legislation or guidance suggests the need for an interim review.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and trustees and are consistent with those of the local safeguarding partner arrangements.

Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment regarding child protection to pupils, parents and other partners

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

- Child protect is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Staff including supply staff, contractors, volunteers and trustees must follow the procedure set out below in the event of a safeguarding concern about a child, outlined in section 6.4.

Indicators of abuse and neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

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

Emotional abuse: persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally

inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images (see appendix 4 & 5), watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Child-on-child abuse (Previously known as peer-on-peer abuse):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse') - Our positive behaviour policy outlines our ethos and preventative measures.
- 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)

Child criminal exploitation (CCE)

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

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

still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Child Sexual Exploitation (CSE)

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

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

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

Children being absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. 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
- 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

Female Genital Mutilation (FGM)

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’.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

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.

Children includes everyone under the age of 18.

Online safety

The Southover Partnership ensures that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil / student achievement. However, the breadth of issues classified within online safety is considerable and ever evolving but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

Commerce: risks such as online gambling, inappropriate advertising, phishing and

or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

It is essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. In addition to the annual safeguarding training, staff also receive termly safeguarding quizzes.

Executive Headteacher / Senior Leaders

- The Executive Headteacher is responsible for ensuring the safety (including e-safety) of members of the school, though the day-to-day responsibility for e-safety will be delegated to the Designated Safeguarding Lead.
- The Executive Headteacher is responsible for the implementation and effectiveness of this policy. They are also responsible for reporting to the Trustees on the effectiveness of the policy and, if necessary, make any necessary recommendations re further improvement.
- The Executive Headteacher / SLT are responsible for ensuring that the Designated Safeguarding Lead and other relevant staff receive suitable CPD to enable them to carry out their e-safety roles.
- The Executive Headteacher / SLT will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal e-safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- The Head of Site Executive Headteacher and another member of the Senior Leadership Team / Senior Management Team should be aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff.

Designated Safeguarding Lead

- Takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents
- Ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place
- Reports to the School Leadership Team serious breaches of the E-Safety Policies
- Provides training and advice for staff
- Liaises with the Local Authority
- Receives reports of e-safety incidents and creates a log of incidents to inform future e-safety developments
- Are trained in and shares with staff an awareness and understanding of e-safety issues and the potential for serious child protection issues that

can arise from:

- Sharing of personal data
- Access to illegal / inappropriate materials
- Inappropriate on-line contact with adults / strangers
- Potential or actual incidents of grooming
- Cyber-bullying
- Sexting
- Revenge pornography
- Radicalisation (extreme views)
- CSE

Teaching and Support Staff are responsible for ensuring that:

- They have an up-to-date awareness of e-safety matters and of the current school e-safety policy and practices
- They have read, understood and signed the E-Safety policy, school Staff Acceptable Use Policy
- They report any suspected misuse or problem to the Designated Safeguarding Lead for investigation/action/sanction
- Digital communications with pupils and parents / carers (email / voice) should be on a professional level
- Students / pupils understand and follow, as appropriate for age and ability, the school e-safety and acceptable use policy
- Students / pupils understand and follow E-Safety rules and they know that if these are not adhered to, sanctions will be implemented in line with our behaviour and anti-bullying policies.
- In lessons where internet use is planned students / pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

Pupils

- Are responsible for using the school ICT systems in accordance with the Student / Pupil Acceptable Use Policy, which they will be expected to agree to before being given access to school systems, where appropriate for age and ability.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so, where appropriate for age and ability.
- Will be expected to follow school rules relating to this policy e.g. safe use of cameras, cyber-bullying etc.
- Should understand that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school, where appropriate for age and ability.

Parents/Carers

Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore take every opportunity to help parents understand these issues through review meetings, letters, website / local e-safety campaigns / literature. Parents and carers will be responsible for:

- Endorsing (by signature) the Student / Pupil Acceptable Use Agreement
- Accessing the school website / on-line pupil records in accordance with the relevant school Acceptable Use Policy.

Parents / carers should understand that school has a duty of care to all pupils. The misuse of non-school provided systems, out of hours, will be investigated by the school in line with our behaviour, anti-bullying and safeguarding policies.

Online safety – pupils

Online-safety education will be provided in the following ways, as appropriate to pupils' age and ability:

- A planned e-safety programme should be provided as part of Computing / PSHE / other lessons and should be regularly revisited – this will cover both the use of ICT and new technologies in school and outside school.
- Key e-safety messages should be reinforced as part of a planned programme of assemblies and tutorial / pastoral activities
- Online radicalisation is included in the ICT and PSHE curriculum
- Students / pupils should be encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both within and outside school
- Students / pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- Students / pupils are taught the importance of keeping information such as their password safe and secure.
- Rules for the use of ICT systems / internet will be made available for pupils to read
- Staff should act as good role models in their use of ICT, the internet and mobile devices
- Students / pupils are taught how to keep safe though effective / good E-Safety practice as part of an integral element of the school Computing curriculum and within their ICT learning.
- Where students / pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the young people visit.

- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, and discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the IT and Facilities Officer (and other relevant person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need

Online safety – parents and carers

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's on-line experiences. Parents often either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and are often unsure about what they would do about it. "There is a generational digital divide". (Byron Report). The school will therefore seek to provide information and awareness to parents and carers through regular online safety updates.

Online safety – staff

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal e-safety training will be made available to staff. An audit of the e-safety training needs of all staff will be carried out regularly.
- All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand and agree to adhere to the school e-safety policy and Acceptable Use Policies
- The Head of ICT will provide advice / guidance / training to individuals as required

Use of digital photographs and video

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff and students / pupils need to be aware of the risks associated with sharing images and with posting digital images on the internet. Those images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the

potential for harm:

- Staff are allowed to take digital / video images to support educational aims, but must follow school policies concerning the storing, sharing, distribution and publication of those images. Those images should only be taken on school equipment. The personal equipment of staff should not be used for such purposes.
- Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Students / pupils must not take, use, share, publish or distribute images of others without their permission.
- Written permission from parents or carers will be obtained before photographs of students/pupils together with their name are displayed on school displays, in newsletters and in their child's own and other children's learning journeys.
- Written permission from parents or carers will be obtained before photographs of students/pupils together with their name displayed alongside are published in leaflets, posters, documents, training materials or used by the press.
- Written permission from parents or carers will be obtained before photographs of students/pupils are published on the school website or social media. Students' / Pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs.
- Photographs published on the website, or elsewhere that include students / pupils will be selected carefully and will comply with good practice guidance on the use of such images.

Filtering and Monitoring

Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions. The designated safeguarding lead has the responsibility for understanding the filtering and monitoring systems and processes. While the proprietor body (Board of Trustees) have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met, the **Interim Executive Headteacher – Jonathan Harper, and Safeguarding Link Trustee - Katie Adams, ensure the digital and technology standards are met.**

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of provision
- overseeing reports
- making sure that all staff understand their role
- making sure that all staff are appropriately trained
- making sure that all staff follow policies, processes and procedures
- making sure that all staff act on reports and concerns

The Southover partnership uses a filtering and monitoring system to keep all networker users (including those who use a school device and network) from accessing any inappropriate contents including but not limited to: fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, harmful online interaction with other users, online behaviour that increases the likelihood of, or causes, harm, risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff must report to a safeguarding lead should they suspect a network user of accessing inappropriate contents.

The filtering and monitoring protocol

A weekly log on filtered materials (identified by users and user groups) is produced to the designated safeguarding lead for review with details including when the checks took place, the person(s) who completed and what was filtered. In addition to the regular reports, the designated safeguarding lead will also be notified immediately when anything is filtered and flagged up. The filtering and monitoring protocol applies to school owned devices and services, geographical areas across the sites.

Contents that required filtering include, but not limited to: fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, harmful online interaction with other users, online behaviour that increases the likelihood of, or causes, harm, risks such as online gambling, inappropriate advertising, phishing

The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports

- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

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 and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

All our students have an Education Health Care Plan. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- Pupils' lack of understanding of abuse, choice, participation and isolation

We also give special consideration to children who:

- 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
- Children who have been missing education
- Children at risk of gang exploitation, especially county lines
- 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 10)

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and trustees in the school and is consistent with the procedures of our relevant safeguarding boards. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education September 2022](#) and review this guidance at least **annually**. All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) 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 sexual exploitation (CSE), children missing in education (CME), FGM and radicalisation

The Designated safeguarding lead (DSL) and Deputy Designated safeguarding leads (DDSL)

Our Designated safeguarding lead (DSL) is Jonathan Harper (Interim Executive Headteacher) and the Deputy designated safeguarding leads (DDSLs) are:

1. Jenny Merryweather, Head of School (Finchley site)
2. Kerry Marshall, Head of School (Kingsbury Site)
3. Jean-Robert Etonde, acting Head of School (Kingsbury Site)
4. Naila Khan, Head of School (Southgate site)
5. Giselle Hobbs, Head of Outreach
6. Martin Ageyi, SENCO

During term time, the DSL and DDSLs will be available during school hours for staff to discuss any safeguarding concerns. The DSL and DDSLs can also be contacted out of school hours if necessary, by email or phone. When the DSL is absent, the DDSLs will act as cover. The DSL and DDSLs 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 keep the Chair of trustees informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

The board of Trustees

The board of trustees will approve this policy at each review and hold the Executive headteacher to account for its implementation. **Neil Taylor Chair of Trustees**

are the Safeguarding link trustees who monitor the effectiveness of this policy in conjunction with the full board of trustees. This is always a different person from the DSL.

The chair of trustees will also act as the 'case manager' in the event that an

allegation of abuse is made against the executive headteacher, where appropriate.

The Executive Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers are informed of 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 and DSLs have 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

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'. (Check margin)

All staff should note that:

- Timely information sharing is essential to effective safeguarding;
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm;
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests;
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff (6.13).
- All processes must be in compliance with the school's Data Protection Policy and Privacy Notice
- Where staff are supporting in other schools, the host school's policies and procedures should be followed but Southover DSL or the relevant deputy DSL should be notified immediately
- Quality Assuring alternative provision - In circumstances where students attend or have provision provided through an alternative or external provision, we will ensure that all steps necessary to safeguard our students are taken in accordance with guidance in Keeping Children Safe in Education

September 2022.

Reporting Safeguarding concerns

If a child is in immediate danger

Make a referral to children's social care and/or call 999 **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.** Tell the DSL or DDSL as soon as possible if you make a referral directly. Local procedures for making a referral, are through the following links for the local safeguarding arrangements, in our relevant authorities:

- Barnet MASH: 02083594066 (out of hours: 02083592000), mash@barnet.gov.uk
- Brent family Front Door: 02089374300 (out of hours: 02088635250), family.frontdoor@brent.gov.uk
- Enfield Single Point of Entry: 02083795555 (out of hours: 0208379100 option 2), www.enfieldsb.org

Child abuse can also be reported to the relevant local council via the following link to the GOV.UK webpage: <https://www.gov.uk/report-child-abuse-to-local-council>

Designated Officer (DO) for the relevant authorities:

- Barnet: 0208 359 4528, mash@barnet.gov.uk
- Brent: 020 8937 4300 - Option 1; Family.FrontDoor@brent.gov.uk
- Enfield: 0208 379 2850/0208 379 4392; safeguardingservice@enfield.gov.uk

If a child makes a disclosure to you

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

- Listen to and believe them;
- Allow them time to talk freely;
- Not ask leading questions;
- Stay calm and validate their feelings;

- Reassure the child that they have done the correct thing in sharing
- Explain what will happen next and that the information must be passed on
- Not promise to keep it a secret;
- Record the child's account verbatim to the DSL or DDSL and on the school's safeguarding portal, when it is practicable, but on the same day;
- Not put personal judgment when writing up;
- Make a referral to children's social care and/or the police directly if appropriate (see 7.1), and inform the DSL as soon as possible

that you have done so.

In addition to capturing students' verbal disclosure, there is also a worry box on each site for students to voice their worries regularly. Further to the above, 'worries@southoverpartnership.com' is a designated email for all students to voice their worries and make disclosures.

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

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty** on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Staff 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.

The duty 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 must speak to the DSL and follow the local safeguarding procedures of our relevant local safeguarding boards (Barnet, Brent and Enfield) through:

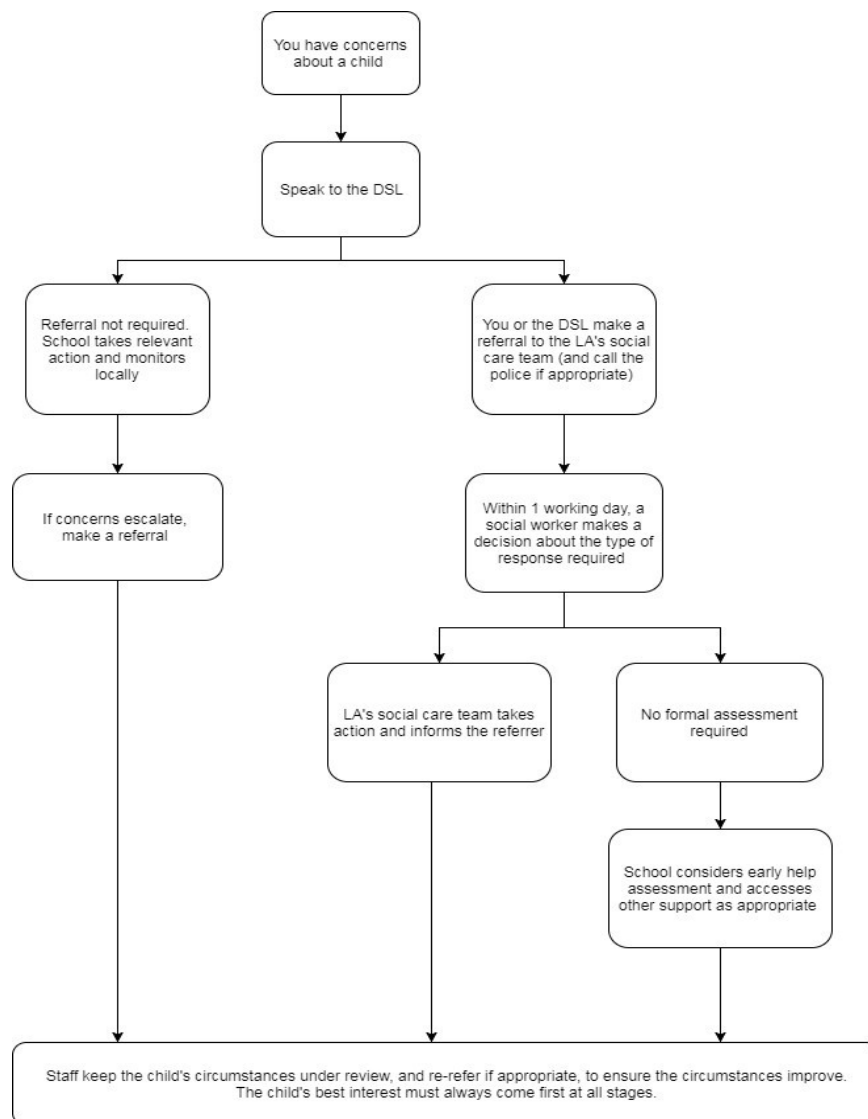
- Barnet MASH: 02083594066 or (Emergency / out of hours: 02083592000), mash@barnet.gov.uk
- Brent family Front Door: 02089372228 Consultation line; 02089374300 or (Emergency / out of hours: 02088635250), family.frontdoor@brent.gov.uk
- Enfield Single Point of Entry:
(Under 18 year's old) 02083795555 or (Emergency / out of hours: 0208379100 option 2), childrensmash@enfield.gov.uk
Adult 020 8379 3196 or (Emergency / out of hours: 02083795212)

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger. You should share any action taken with the DSL or DDSLs as soon as possible to agree a course of action. You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Figure 1: procedure if you have concerns about a child's welfare (no immediate

danger)



Early help

If early help is appropriate, the DSL or DDSLs will support you in liaising with other agencies and setting up an inter- agency assessment as appropriate.

The DSL or DDSLs 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.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL or DDSLs 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 DDSLs 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 DDSLs or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If you have concerns about extremism, radicalisation or terrorism

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **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 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

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The first Prevent objective is to tackle the ideological causes of terrorism, as the ideological component of terrorism is what sets it apart from other acts of serious violence. The current threat is from three main ideologies:

- Islamist
- Extreme Right-Wing Terrorism (ERWT)
- Left Wing, Anarchist and Single-Issue Terrorism (LASIT)

The Southover Partnership recognise the susceptibility of our learners, and therefore has prevent activities in place to minimise risks, including but not limited to:

- All staff receive yearly safeguarding training that also pays regard to local risk and Southover's type of setting;
- In addition to the safeguarding training, all staff complete a prevent duty training annually;
- All staff receive termly top-up training / quiz;
- Filtering and monitoring procedure in place to limit children's exposure to radicalising narratives;
- All visitors are made aware of our safeguarding protocol;
- All visitors must declare they will not share any partisan political views and accompanied at all times; and
- Building resilience to radicalisation through the curriculum – I.e. fundamental British Values, understanding of a safe environment, and political impartiality.

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above). Inform the DSL or DDSLs as soon as practically possible after the referral. The Southover Partnership will follow each local authority's Prevent referral process, and may use the new National Referral Form.

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, that school staff and trustees can call to raise concerns about extremism with respect to a pupil. You can also email 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

The child's best interest must always come first at all stages.

If you have a mental health concern

Staff will be alert to behavioural 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 and report to the DSL or DDSLs.

If you have a mental health concern that is not also a safeguarding concern, speak to the school's Mental Health First aiders, the DSL or DDSLs to agree a course of action.

Concerns about a staff member, supply staff, contractor or volunteer

If you have concerns about a member of staff, including supply staff, contractors or volunteers, speak to the Executive Headteacher or to the Head of Outreach Services in the first instance.

If you have concerns about the Head of Outreach Services and Heads of School, speak to the Executive Headteacher. For concerns about the Executive Headteacher, speak to **Neil Taylor Chair of Trustees, (Neil.taylor@southoverpartnership.com.)**

If you have concerns about the Chair of Trustees, inform the LADO.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Executive Headteacher/chair of trustees/DSL will then follow the procedures set out in appendix 3, if appropriate. The DSL (or chair of trustees, in the case of a concern about the Executive Headteacher) will also inform the designated officer for the local authority.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

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 or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

- You must tell the relevant DSL and record the allegation, but do not investigate it. Outreach staff supporting in schools should follow the safeguarding procedures of the host school as well as informing the head of Southover Outreach Services
- 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 – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by regular reminders by key workers and during PSHE
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

If you suspect a sexting incident

This approach is 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 sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL or DDSLs 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 or DDSLs.
- 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 young people 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 or DDSLs.

Initial review meeting

Following a report of an incident of sexting, the DSL or DDSLs will hold an initial review meeting with appropriate school staff. This meeting will 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 or DDSLs 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.

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 the relevant police safer schools officer.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE curriculum. 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 and the school's approach and responses to sexting incidents
- 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

Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff including a supply teacher or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school.

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement:

If you have safeguarding concerns regarding a staff member, you will have to report to their Head of School or other DDSLs.

If you have safeguarding concerns regarding a DDSL, you will have to report to the DSL / Executive Headteacher.

If you have safeguarding concerns regarding your DSL / Executive Headteacher / Trustee, you will have to report to the Neil Taylor-chair of trustees.

If you have safeguarding concerns regarding your chair of trustees, you will have to report to Brent LADO - Brent.LADO@brent.gov.uk; 020 8937 1949; 07776 665883.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Executive headteacher (or chair of trustees where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the relevant local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. Southover staff can also get additional support through the employee assistance programme (all staff are enrolled)
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the board of trustees will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation.

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who

made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation

- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

A clear and comprehensive summary of the allegation

Details of how the allegation was followed up and resolved

Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a

copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations

where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a

similar nature could be carried out without suspending the individual

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL or DDSLs will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL or DDSLs. If we believe that notifying the parents 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 of all the children involved.

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, DDSLs 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

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, Heads of School and SENCO have details of children's social workers and relevant virtual school heads

We will ensure that Heads of School and the school SENCO are appropriately trained to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they 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

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time or when pupils are not present. Staff members' personal phones will remain in their bags, pockets or cupboards during contact time with pupils. Staff **will not** take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection

Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Students are to hand in their mobile phones (switched off) for safe keeping at the start of the school day and these will be returned at the end of the day.

Complaints and concerns about school safeguarding practices

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (6.13).

Other complaints

Other Complaints should be made through the DSL or to the Chair of Trustees if the complaint involves the DSL.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Failure to raise concerns may be treated as gross misconduct. For staff supporting in schools, follow

the host school's policy and procedures but also inform the Head of Outreach Services immediately.

A copy of this policy and our complaints procedure are available on request and on our website.

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 or DDSLs.

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 relating to individual children will be retained for 7 years after they have left the school.

The school shares information with other agencies when this is appropriate, in line with our relevant local safeguarding procedures (Barnet, Brent and Enfield).

In addition:

- Appendix 1 sets out our policy on specific safeguarding issues
- Appendix 2 sets out our policy safer recruitment and DBS checks
- Appendix 3 outlines the Brook sexual behaviours traffic light tool

- Appendix 4 outlines the Advice for schools responding to and managing sexting incidents
- Appendix 5 illustrates the briefing sheet for temporary and supply staff

Training

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 responsibility, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

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 receive regular safeguarding and child protection updates (for example, through emails, e- bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

The DSL and DDSLs

The DSL and deputies will undertake L3 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).

Trustees

All trustees receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Recruitment – interview/appointment panels

At least one person on any interview/appointment panel 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 be in line with local safeguarding procedures.

Monitoring arrangements

This policy will be reviewed **annually** by the Executive Headteacher. At every review, it will be approved by the full board of trustees.

Specific safeguarding issues

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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 have provided their DBS certificate on appointment and will be asked to show photo id. The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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 contact the parents and the relevant LA transport office. Social workers will be contacted where necessary.

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 work together with other agencies, including the LA and police, to provide intelligence and support in cases where children are missing from home or care.

Safer recruitment and DBS checks – policy and procedures

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.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Carry out an online search as part of their due diligence on shortlisted candidates.
- Obtain and store (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate number, including barred list information for those who will be engaging in regulated activity

(see definition below).

- 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, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- 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
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We aim to seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. All references received will be verified by a telephone confirmation from HR.

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
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- 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

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could be significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If 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 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
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Trustees

- All trustees [in academies: trustees and local trustees] will have an enhanced DBS check without barred list information and section 128 check [section 128 checks are only required for local trustees if they have been delegated any management responsibilities]

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

The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and local trustees will also have the following checks:

- 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 related 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.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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.

All visitors to our setting, 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 we 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.

Visiting Speakers

The school's practice is to use speakers from an established company, charity or other group whose aims are well documented. Such a document could include 'there must be no statements which might cause offence to others, or otherwise

undermine tolerance of other faiths or beliefs...'

All invitations to visiting speakers must be approved by the Headteacher after all relevant safeguarding checks have been carried out.

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 work together with other agencies, including the LA and police, to provide intelligence and support in cases where children are missing from home or care.

DRAFT

Brook sexual behaviours traffic light tool

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Advice for schools responding to & managing Sexting incidents



Context

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.

For School Staff

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.



Step 1:

If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off.



Step 2:

Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

For the Designated Safeguarding Lead

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Have these children been involved in a sexting incident before?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police.



If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.



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When in doubt or if you need further advice please ring our Professionals Online Safety Helpline on: 0844 381 4772

Briefing sheet for temporary and supply staff

For supply staff and those on short contracts in The Southover Partnership School

While working in **The Southover Partnership School**, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (**DSL- Jonathan Harper**) and can be found on the Health & Safety/Safeguarding noticeboards on all sites.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse in any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate