Child protection and safeguarding policy and procedures

ISP School

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1. Aims

The school aims to ensure that:
1. Appropriate action is taken in a timely manner to safeguard and promote children's welfare
2. Procedures are in place which ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse
3. All staff are aware of their statutory responsibilities with respect to safeguarding
4. All school personnel are aware of what action to take when dealing with a child protection issue
5. Staff are properly trained in recognising and reporting safeguarding issues
6. We will work with other schools and agencies to share good practice in order to improve this policy

2. School Approach

We believe that all children have the right to be safe in our school and society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere and through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

ISP School's procedures for safeguarding children are in line with the Safeguarding Partnership procedures and follow 'Working Together to Safeguard Children' (September 2018) and 'Keeping Children Safe in Education' (September 2020).

The objectives of this policy are to support our pupils achieve their full potential by**:**

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that Safeguarding is not just about protecting children from deliberate harm. It is far broader and relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security.

Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyber bullying (by text message, on social networking sites, and so on),

peer on peer and prejudice-based bullying; racist and homophobic or transphobic abuse; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, extremist behaviour and radicalisation, forced marriage and modern slavery.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy and parent and carer information sessions that are held at least annually.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (Sept 2020) (KCSIE) and Working Together to Safeguard Children (2018) (WTSC), and the Governance Handbook. We comply with this guidance and the procedures set out by our local Safeguarding Partnerships.
This policy is also based on the following guidance and legislation:

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

Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

ISI Regulations 2018

Section 175 of the Education Act 2002

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children

Agreed inter-agency procedures that have been put into place by Kent Safeguarding Children Board

4. Definitions

Safeguarding and promoting the welfare of children means:

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

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

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

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

5. Prevention of Child Abuse

The school takes seriously its duty of pastoral care and is proactive in seeking ways to prevent children becoming victims of abuse, neglect, or exploitation.
The following measures are in place:

- An open culture which encourages pupils to share their concerns with any member of staff
- Through the timetabled and out of curriculum social education opportunities pupils are informed of their rights and are aware of the actions to take should they or their peers encounter any actions which make them unhappy or insecure
- The Designated Safeguarding Leaders (DSL) advice on appropriate actions to take and are widely advertised around the school

  A daily briefing alerts staff to any children who may be struggling and ensures staff are primed to look out for any changes in behaviour and report accordingly
- All staff are trained regularly to ensure they are comfortable with the required course of action to take should any child disclose information

6. 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.

We give special consideration to children who:

- Have special educational needs or disabilities
- 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

7. Roles and responsibilities

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

7.1 All staff

All staff are required to read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (2020), and review this guidance at least annually. The DSL quality assure all staff and make sure they have a good understanding of the guidance via regular staff inputs

All staff will be aware of:

- Our systems which support safeguarding, including the staff behaviour policy/code of conduct and the role of the designated safeguarding lead (DSL)
- 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), FGM and radicalisation

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse.

All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff recruitment policy and induction process includes information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL).

All members of staff are provided with opportunities to receive appropriate training which is updated at least annually, which can be done by email, e-bulletins and staff meetings to develop an understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education 2020'. Evidenced of this is maintained.

7.2 The designated safeguarding lead (DSL)

Our DSL is: Stephen Rumball –Stephen.Rumball@ispchildcare.org.uk
Should Mr Rumball not be available the following Safeguarding leads should be contacted.
Julie.pearce@ispchildcare.org.uk
Franca.baker@ispchildcare.org.uk
Stavros.Savva@ispchildcare.org.uk

The DSL takes lead responsibility for child protection and wider safeguarding.
During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. They can be spoken with directly on the school site or can be contacted via the emails detailed. They can also be contacted outside the school day or outside of term via the emails detailed.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Provide early help and intervention through agreed common and shared assessment processes such as early help assessments
- Will liaise effectively with the Local Safeguarding Children Board (LSCB) and contribute to proceedings when necessary
- 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
- To ensure that they receive relevant (Level 3) training every two years and that staff receive regular training, at least every three years
- To ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy
- Be alert to the specific needs of children with special education needs and young carers

- To ensure new staff receive induction training in Child Protection
- Keep detailed, accurate written records securely
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff
- Ensure pupils are aware of their rights and know who to talk to in the event that they wish to disclose information concerning a child protection matter
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their Child Protection file is copied in a secure form for any new school as soon as possible but sent across separately from their main school file. Should the child be moving to another country the DSL will endeavour to communicate any child protection issues with the relevant persons

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

The DSL will be responsible for raising awareness by:

- Ensuring the Safeguarding and Child Protection Policy is reviewed and updated annually and relevant parts brought to the attention of staff, parents, volunteers and students

- Ensure that parents are aware of the contents of the Safeguarding and Child Protection Policy

The DSL will also keep the Head Teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Designated Persons and the Deputy Designated Person are accountable on a daily basis to the Head teacher and ultimately to the Governing Body who have overall responsibility for this aspect of the school.

7.3 The governing board

The Governing body and the SLT have read and will follow KCSIE 2020 and any further updates as required.

The governing body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare The school and Governors have access to the organisation's Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in both the school and wider organisation. The DSL must be a member of SLT. The school will ensure that there will always be cover for the role of DSL

.

The governing body will approve this policy at each review, and hold the Head Teacher to account for its implementation.

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

The Governing Body will ensure that the DSL is properly supported in this role.

7.4 The Head Teacher

The Head Teacher 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 has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

8. Induction and Training of Staff

8.1 All staff

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers Safeguarding information for all staff. School leaders will read the entire document. Members of staff have signed to confirm that they have read and understood Part One of Annex A. This signature log is kept in the school office along with copies of the questionnaire all staff undertake to quality assure their understanding.

All staff will be trained at least every three years but we aim to train with a refresher at the start of each academic year for the whole staff body. These sessions will be in line with advice from the LCSB.

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.

8.2 Induction

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.
All staff, including temporary staff and volunteers will be provided with induction training, from a member of the SLT or DSL, which includes:

- The School's Safeguarding and Child Protection provided and a briefing on what action to take to report a concern
- The Staff Code of Conduct outlined and a copy provided
- The identity of the DSL and the DSL in person or via photograph along with contact details

- A requirement to read KCSIE 2018 and sign to say they have completed this

8.3 The DSL and Deputies

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

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

They will also undertake Prevent awareness training.

8.4 Governors

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

8.5 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 2020, and be in line with local safeguarding procedures.

8.6 Staff who have contact with pupils and families

All staff who have contact with children and families have support and training to promote the interests of children and an open-door policy allows for confidential discussions of sensitive issues.

9. Confidentiality

Confidentiality and Information Sharing Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action. Everyone who comes into contact with children and families has a role to play in identifying concerns, sharing information and taking prompt action.

All matters relating to Safeguarding are confidential and every effort should be made to maintain confidentiality. However, staff must be aware that they have a professional responsibility to share

concerns and information with the Designated Lead for Safeguarding (DSL) and other professionals investigating a concern.

All staff must be aware that they cannot promise a child or young person that they can keep secrets or promise confidentiality to staff or parents where a child or young person's safety is at risk. All staff have an overriding duty to report to the Designated Lead for Safeguarding

any incident in which they judge the safety or wellbeing of a child or young person to have been at risk.

In summary:

- Timely information sharing is essential to effective safeguarding
- Information must 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
- the DSL or Head Teacher will only disclose personal information about a student to other members of staff on a need to know basis only
- all staff have a professional responsibility to share information with other agencies to safeguard children

Via the DSL we will always undertake to share our intention to refer a child to the Kent Local Safeguarding Children Board (https://www.safechildren-kent.co.uk) with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit.

10. Recognising abuse and taking action

10.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

Reporting child abuse directly to the council can be achieved by anyone via:
WWW.KELSI.org.uk
or
https://www.gov.uk/report-child-abuse-to-local-council

However, in most cases the most appropriate means of reporting a concern of risk of harm would be via the DSL.

10.2 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 and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Sign and date the write-up and pass it on to the DSL via a cause for concern form. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 9.1), and tell the DSL as soon as possible that you have done so

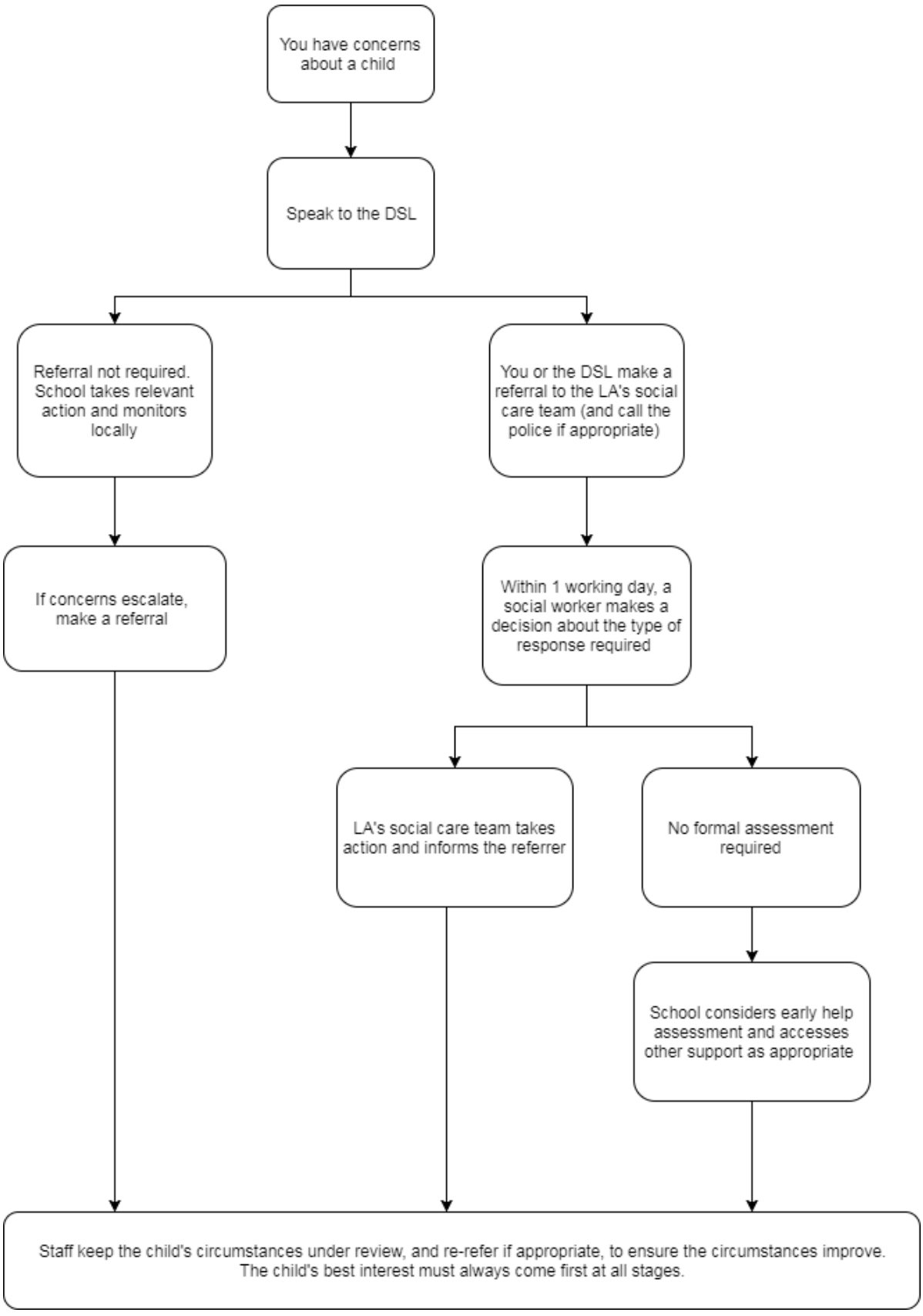
10.3 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first 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.

The following flow chart demonstrates the procedure if you have concerns about a child's welfare (no immediate danger)


You have concerns about a child
Speak to the DSL
Referral not required. School takes relevant action and monitors locally
You or the DSL make a referral to the LA's social care team (and call the police if appropriate)
If concerns escalate, make a referral
Within 1 working day, a social worker makes a decision about the type of response required
LA's social care team takes action and informs the referrer
No formal assessment required
School considers early help assessment and accesses other support as appropriate
Staff keep the child's circumstances under review, and re-refer if appropriate, to ensure the circumstances improve.
The child's best interest must always come first at all stages.

10.4 EARLY HELP

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

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

10.5 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral. The guidance from KCSIE places the responsibility of making decisions regarding referrals with the school's Designated Person. Although anyone can make a referral, it is preferable that staff go through the Designated Person so there is appropriate information sharing and record keeping.

If a member of staff makes a direct referral they must tell the DSL as soon as possible and keep a written account of what has transpired to be passed to the DSL at the earliest opportunity.
The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

It is vital that pupils receive the right help at the right time to address risks and prevent issues escalating. Kent Children's Services are always prepared to discuss borderline cases and give informal advice and the school encourage the sharing of information with local agencies to ensure the best outcome for each child.

The early signs of abuse and neglect must be acted on, clear records kept, the views of the child listened to and the situation monitored carefully so that original concerns are regularly reassessed and any inaction challenged with the appropriate agency or person.

ISP School via the DSL will view and be aware of the Local Safeguarding Children Board (LSCB) procedure for referral on the relevant Council website. If any member of ISP School is dissatisfied with the response given by Kent LSCB then they will need to go to either the Police or NSPCC for advice on how to proceed.

10.6 Reporting and recording a concern or incident

School personnel and volunteer helpers are asked to record any concern or incident in the following way on the Cause for Concern forms available on the shared drive or as a hard copy from the office, the DSL or the Head Teacher. A copy of the form is also available at appendix 1.

The Cause for Concern form will ask for key information and action as summarized below:

▪ Date ▪ Time ▪ Place ▪ Nature of the concern	▪ Outline of facts ▪ Observed injuries and bruises ▪ Note the actual words of the child ▪ Sign the notes and hand to the DSL

You may include any noticeable non-verbal behaviour. It is essential that staff record actual words, using quotations, rather than translating them into adult language.

Record statements and observables or behaviours rather than your opinions, interpretations or assumptions.

In the case of a reported incident state the location, the child or young person and adults present and exactly what was seen or heard.

10.7 Allegations against Staff

If an allegation is made against a member of staff the quick resolution of the allegation will be a clear priority for all involved, we will avoid any unnecessary delays. Allegations are naturally taken very seriously. If a child discloses that a member of staff or volunteer working at the school has behaved in a way which is abusive, then this information should go to the Designated Safeguarding Lead (DSL).

If the allegation is made against the DSL, then this information should go directly to the Head Teacher.

If the allegation is about the Head Teacher, then the Safeguarding Governor/Chair of Governors must be informed directly. Further details of the procedures to be taken in the case of allegations against a member of staff can be found in the Allegations of Abuse against staff policy.

11. Notifying parents/Carers

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

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

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

12. Preventing Radicalisation and Extremism

The Counter Terrorism and Security Act 2015 places a duty on all schools to prevent people being drawn into terrorism. We recognise that under this legislation our school leaders and governor's must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty and
- Ensure staff implement the duty effectively

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our students from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

12.1 If you have concerns about radicalisation and extremism

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).

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 governors 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

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

The Department for Education's Keeping Children Safe in Education (2020) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

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

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 other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
Any member of staff who suspects a pupil is *at risk* of FGM or discovers that a pupil age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

Professionals in certain circumstances should be alert to any girls being at risk of FGM. Victims of FGM are likely to come from communities which are known to practise FGM. Due regard should be given to the below guidance:
http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationproceduralinformation
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation
http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html

In addition, if you have any concerns that a pupil is at risk speak with the DSL or complete a cause for concern form and take this to the DSL.

14. If you have Concerns about Child on Child Abuse (Peer on Peer)

In the event of physical or emotional abuse of one child by another child or group of children the situation will be taken seriously and dealt with in line with the schools anti-bullying policy. If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from another child or group of children, then this information will be referred to the appropriate local agencies.

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". 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)
- Involves "Upskirting" Now a criminal offense.

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

You must tell the DSL and record the allegation, but do not investigate it. 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:

- Creating a school culture where this is the norm
- Through whole school assemblies and PSHE
- One on one using a student mentor support system
- 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

15. Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. The exploitative nature of these relationships stems from an imbalance of power; the perpetrator will hold power over the victim which generally increases as the relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. It can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and sexual grooming.

Professionals must also realise that some young people who are being sexually exploited do not exhibit any external signs of abuse. If any Staff member is concerned that any pupil from the school is caught up in CSE they must share their concerns with the Designated Safeguarding Lead (DSL).

If you have any concerns that a pupil is at risk of CSE speak with the DSL or complete a cause for concern form and take this to the DSL.

15.1 County Lines

The DSL's and staff are aware of the new information in KCSIE Annex A around child criminal exploitation; Children being used to carry drugs or money from urban to rural areas.

‘Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.’

If you have any concerns that a pupil is at risk of CSE speak with the DSL or complete a cause for concern form and take this to the DSL. The DSL will consider a referral to the National Referral Mechanism.

16. Forced Marriage

In the case of children: ‘a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.
It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children’s services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil’s circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

If you have any concerns that a pupil is at risk of forced marriage speak with the DSL or complete a cause for concern form and take this to the DSL.

17. Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family
- Women and girls are the most common victims of honour based violence however it can also affect men and boys.

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

18. Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault,

threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

19. Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace.

Sexting can also be used as a form of sexual exploitation and take place between strangers. As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages. The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents/Carers should be aware that they can come to the school for advice.

If you have any concerns that a pupil is at risk of sexting speak with the DSL or complete a cause for concern form and take this to the DSL.

20. Faith Abuse

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure. The attempt to "exorcise" may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care

21. Parental/Carer Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family. For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

22. Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online
- Support parents/carers to recognise the signs of grooming via safeguarding events/sessions and sharing information on the school website
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

If you have any concerns that a pupil is at risk of grooming speak with the DSL or complete a cause for concern form and take this to the DSL.

23. Gangs and Youth Violence

Where we suspect a child may be at risk of involvement with gangs and/or youth violence we will alert the relevant bodies and work with other professionals to safeguard the child concerned. If any

member of staff has a concern that a child is involved or is vulnerable to being involved or influenced by a gang then they should report this concern to the DSL as outlined in this policy.

24. Fabrication or induction of illness

Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

25. Drugs

Where we suspect a child may be at risk, due to involvement with drugs we will alert the relevant bodies and work with other professionals to safeguarding the child concerned. This includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances, unless otherwise specified. As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

26. Gender based Violence/ Violence against women and girls (VAWG)

We will raise the awareness amongst the staff to be vigilant for any signs of this amongst our pupils or their wider community. Including; stalking, forced marriage, Female Genital Mutilation (FGM), and revenge pornography, as well as domestic abuse offences, capture, coercive or controlling behaviour in an intimate or family relationship. Modern Slavery, Domestic Violence and risk of sexual harm. This means that educating and challenging young people about healthy relationships, abuse and consent is critical. Where we suspect a child may be at risk of Gender based Violence we will alert the relevant bodies and work with other professionals in safeguarding the child concerned.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

27. Mental Health

All staff will look out for signs that children may be experiencing mental health issues and we will work with the relevant professionals and specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) to support the wellbeing and recovery of any children

concerned. Issues may include, but are not limited to; anxiety, depression, Hyperkinetic disorders, eating disorders, substance misuse, deliberate self-harm or post-traumatic stress.

If any member of staff has a concern that a child is vulnerable in this regard, then they should report this concern to the DSL as outlined in this policy.

28. Missing Children

A child going missing or running away from an educational setting is a potential indicator of abuse or neglect. All staff should follow the school procedures for children who go missing. See Appendix 5. If a child goes missing on regular occasions the DSL will investigate, involve parents/carers if appropriate and seek advice from external agencies.

In matters where there is suspected sexual abuse the school will always refer its concerns to Children's Services through their triage team. Normally the Designated Safeguarding Lead (DSL) will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies in line with legislative and local authority requirements and agreements. Please refer to the school Attendance Policy for further guidance.

29. Looked After Children

Definition of 'Looked after Children': Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). CLA will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as CLA.

The SEN team and young person's mentor will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. they should ensure that appropriate staff have the information they need in relation to child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Person, should have details of the child's social worker and name of the Virtual School Head in the Local Authority that looks after the child.

30. Supporting Vulnerable Children

Children and young people who are abused, neglected or witness abuse may find it difficult to feel a sense of self-worth. They may feel helpless, humiliated and may blame themselves. In these circumstances their behaviour may change and they may become aggressive or withdrawn. Other children and young people may show no obvious reaction to the harm they experience.
Classroom staff who are in daily contact caring for and teaching such children and young people may provide the only stability in their lives and the only avenue for reporting concerns.
It is the responsibility of School staff and other adults working with children and young people at ISP Schools to:

- Be vigilant for any sign that children and young people may have been harmed, whether at home, within education or anywhere else;
- Report any concerns about children and young people immediately and in writing to the Designated Lead for Safeguarding in their setting;
- Work together with other support services and with agencies involved in the safeguarding of children;
- Provide continuing support to children and young people about whom there have been concerns. Ensure each child has a trusted adult identified and regular contact with such trusted adult;
- Report any safeguarding concerns as outlined in this policy.

31. Bullying

Bullying, harassment, victimisation or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bulling is unacceptable. The ISP School Anti-Bullying Policy should be consulted for further information.

32. E-Safety

Protocol regarding the use of mobile phones, iPads, iPods and cameras is contained within the 'ICT Acceptable Use' policies (both staff and student versions) and the 'Use of Mobile Phones' policy. (see also Section 38 below)

33. Extreme Religious or Political Teaching

Extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated.

All members of staff are expected to offer a balanced presentation of views and opinion to pupils while they are in attendance at the school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school including through the distribution of promotional materials.

Failure to observe the above could lead to disciplinary procedures which could amount to gross misconduct and result in dismissal.

34. Physical Contact and intervention

Physical intervention should only be used as a last resort, and at all times it must use the minimal force necessary to prevent injury to the children or young person concerned, to another person or to property. Any physical intervention of a nature which is unlawful, unjustified or disproportionate may be considered as a safeguarding issue and may be followed up within the disciplinary procedures. Please refer to the Physical contact and intervention policy for further guidance

35. Pupil Transfers – pupil records

Following the offer of a place at The ISP School, an initial network meeting will be held. This meeting, along with details from the EHCP, the most recent annual review and where available, information from previous schools will form part of the initial risk assessment. This risk assessment aims to ensure we can adequately meet all the educational and safeguarding needs of the child or young person from the start of their school placement.

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead;
- child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority;
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences

36. Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are reminded regularly about e-safety and tackling bullying procedures and we ensure that appropriate filters and appropriate monitoring systems are in place. Our school continually promotes an ethos of respect for others and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

37. Relationships and Sex Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. ISP School will teach these subjects and follow the statutory guidance. This will acknowledge the government's recently published new guidance on teaching children and young people about online safety and appropriate online behaviour. The guidance covers fundamental knowledge and behaviours for pupils, including how to evaluate what they see online, how to identify risks, and how and when to seek support. Staff will familiarise themselves with the latest guidance. This should be read in conjunction with Education for a Connected World Framework published 2018, which offers 'age-specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.' The government will be actively encouraging and supporting schools to start teaching these new subjects from September 2019 and we will consult with parents/carers when developing and reviewing our policies for this topic, which will inform our decisions on when and how certain content is covered.

38. 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 when pupils are not present. Staff members' personal phones will remain in their bags 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 Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Staff will not share their mobile number with pupils.

If staff need to make contact with a parent/carer this should be via a school phone and not their own personal mobile phones.

39. Checking the identity and suitability of visitors

All visitors will report to reception.
Visitors are expected to sign the visitors' book and wear a red visitor's badge throughout their visit. All pupils and staff are aware that Visitors to the school wear red badges which clearly identifies them. Each Lanyard and red visitor badge is numbered and should a visitor forget to hand in their badge at the end of their visit, the school will chase to have the badge returned.
All visitors are asked to read and sign our safeguarding information sheet which clearly identifies the Designated Safeguarding Lead including a photograph of him/her and what to do if they have any safeguarding concerns during their visit.

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 or is seeking to disseminate extremist views or radicalise pupils or staff.

40. Complaints and concerns about school safeguarding practices

40.1 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 (see appendix 3).

40.2 Other complaints

Complaints not related to safeguarding should follow the school complaints policy.

40.3 Whistle-blowing

We are keen to support all children and provide the best possible care and support for children. Whistle blowing provides a platform for this to occur and we would urge any concerns to be brought to the surface in order that any potential issues can be addressed. The school leadership team operate an open-door policy and welcome any potential concerns being raised in order that swift action can be taken where necessary. We will respond to any concerns professionally and responsively.

If a concern relates to staff who report another member of staff this will be dealt with sensitively and professionally. We would encourage any issues to be raised with a member of the senior leadership team.

If you are concerned that a safeguarding concern is not being handled to your expectation, then you can call NSPCC whistleblowing helpline – 0800 028 0285

41. Supporting Staff who have been involved with a Disclosure

Adults who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

Any adult who feels the need for support in a difficult situation should approach their mentor or line manager in the first instance or any other member of the school leadership teams, who will listen to their concerns and assist them to find the right ongoing support.

Support is provided through line management and through training. Safeguarding training takes place during staff induction and annually from then on. Internal safeguarding refreshers are conducted termly to ensure all staff have the most up to date government guidance information and have confidence in following the Safer Steps protocol. ***See Appendix B.***

42. Record-keeping

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. These records will have been held in an archive file only accessible to DSL and immediate safeguarding staff.

The schools record on historic child protection are kept locked in the DSL office, and are separated from routine pupil records. Computer files and all relevant documents can only be accessed by the DSL and the Head Teacher.

In addition:
Appendix 3 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

43. Monitoring arrangements

Minutes of the review must be sufficiently detailed to This policy will be reviewed **annually** by the Head Teacher. At every review, it will be approved by the full governing body.

Any weaknesses or deficiencies highlighted in the daily usage of this policy will be remedied without delay. The DSL will present to the Head Teacher the issues encountered and the policy and procedures will be amended promptly, and communicated to staff.

The Head Teacher will present the policy to the Governing Body on an annual basis, following a review in line with Independent Schools Inspectorate recommendations by the Designated Persons. In this meeting a report will also be given to the board to review the previous 12 months with regard to Child Protection.

Demonstrate the depth of the review.
The governing body will also ensure that the school contributes to interagency working in line with the Working together to Safeguard Children (March 2018) through effective implementation of the Safeguarding and Child Protection Policy and procedures, and good co-operation with local agencies.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's policy and practice to help prevent similar events happening in the future.

44. Links with other policies

This policy links to the following policies and procedures:

Behaviour
Staff [behaviour/code of conduct]
Complaints
Health and safety
Whistleblowing
Attendance
Online safety
First aid
Curriculum

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education, September 2020.

Appendix 1 : Cause for concern form

CHILD PROTECTION RECORD – Report of a Concern

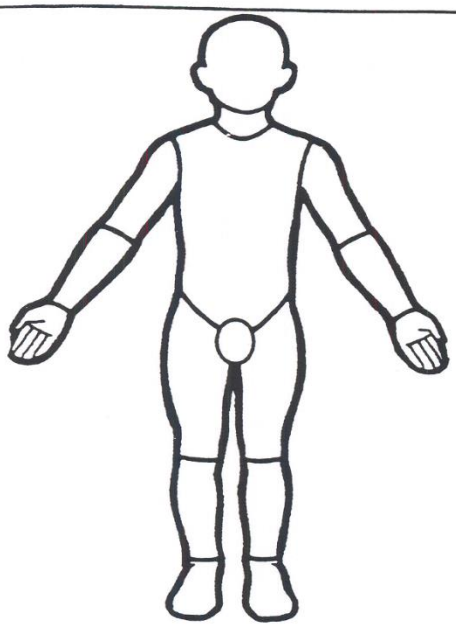
Name of person completing form:		**Role of person completing form:**	
Child Name:			
Date of birth of child:		**Year Group / class:**	
Details of concern: **(*Where/When/ What/Who)***	*(Use body map if appropriate)* *(Continue on separate sheet if required)* **Continuation sheet Y/N**		
Witnesses:	*(Include contact details and role as appropriate)* *(Continue on separate sheet if required)* **Continuation sheet Y/N**		

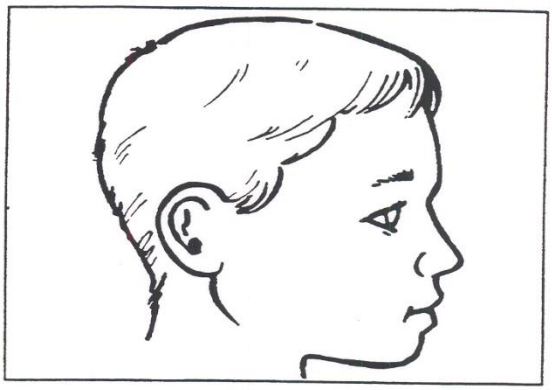
Action Taken So Far:	
Person completing form has Reported this concern to:	
Signed:	
Date:	

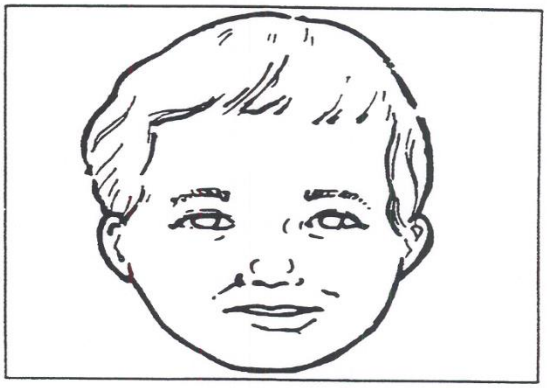
Action Taken by Designated Safeguarding Lead	
Response/Outcome	
Feedback provided as follows: *(Child Protection issues should only be disclosed on a justified need to know basis)*	
DSL Signature	**Date**

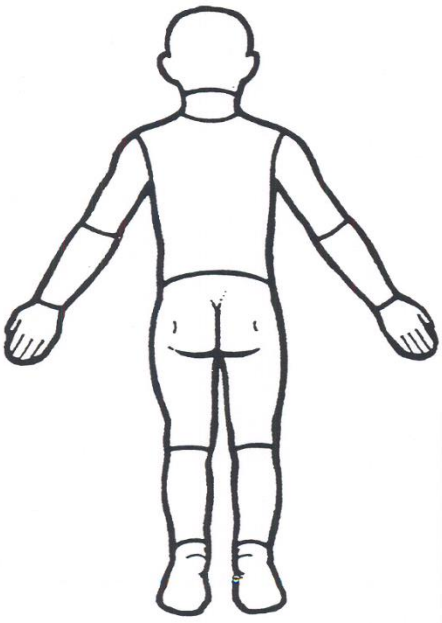
OLDER CHILD

Name .....









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Appendix 2: Types of abuse and who may abuse

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

"Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online." (NSPCC 2016)

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

Children can have accidents or sustain injuries in a number of ways, often not the result of abuse. However, every accident or injury should be treated initially as if it could be an example of abuse under this policy, at least until it becomes clear that the explanation rules out abuse.

Many learners at ISP Schools do not understand about risk or danger. Their capacity to process pain may be very different to our own. Their understanding of right and wrong and communication impairment makes them extremely vulnerable.

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Children need affection, security, respect, praise and recognition, just like everyone else.
- Withdrawal of emotional supports is a form of abuse.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse covers the full range from minor fondling to full intercourse. Any exploitation of a child for sexual purposes is morally and legally abhorrent and constitutes one of the most serious forms of abuse.

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

Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Neglect by others of an individual's basic needs may lead to both physical and mental damage.

Who may abuse:

In a school setting the abuser may be a member of staff, a fellow service user or possibly a family member or friend. As a result, it is important to remain vigilant at all times to ensure the child's wellbeing.

Supervision of ISP school students whose capacity to keep themselves safe or who may have blurred boundaries when interacting with others' is crucially important to safeguarding all.
We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations. We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children. We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously. Staff working directly with students at the time when potential abuse was discovered, particularly those working alone, will be placed on suspension. This in no way supposes guilt and is considered a neutral act.

At ISP School, we understand that it is vital to explore any sign that a child may not be thriving – without delay. We must recognise the child's development and their usual manner, their level of functioning and/or their autistic traits and the way they interact with others. If this is different in some way it may indicate abuse. Failure to act quickly could add to the risk. It could

even be regarded as evidence that abuse has been deliberately concealed. Before doing anything else, we are trained to ensure the safety of the child. If abuse is suspected, it is vitally important to observe and commit to paper every relevant detail immediately after prioritising the child's welfare.

In all cases where the possibility of emotional, sexual or physical abuse is suspected, the correct approach is to make direct and immediate contact with the Designated Person or Head Teacher. If they are unavailable, then another member of the Safeguarding Team must be informed.

It is not the job of individual staff to conduct investigations and any attempt to do so could seriously hamper the work of the statutory agencies whose proper role it is to investigate.

Appendix 3: Safer recruitment and DBS checks – policy and procedures

Our school complies with the requirements of Keeping Children Safe in Education 2020. Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

The school follows the Government's recommendations for the pre-employment check and employment of staff who work with children. The definition of staff is: Any person working at the school or the wider organisation whether under a contract of employment, under a contract for services.

Several categories of people fall outside the main regulations concerning appointment but the school pays regard to KCSIE and will carry out the appropriate checks for this category of people. The main groups are as follows:

- Staff involved in non-regulated activities:
- Staff who come on site on an infrequent basis and therefore do not meet the definition of regulated activity, occasions sports coaches etc. The school will ensure these people are supervised by suitably checked staff and a fully documented risk assessment will be in place before such an individual works alongside pupils of the school.

For such individuals the school may decide to undertake checks to be assured of the person's suitability and the school will always carry out its normal safeguarding procedures.

Volunteers

The arrangements for volunteers will vary by activity and individual

The school will carry out checks on an individual involved in a regulated activity. Volunteers involved in a non-regulated activity will be supervised by a suitably checked member of school staff and this supervision will mean the volunteer will never be alone with the pupils.

For new volunteers in regulated activities the school must obtain an enhanced DBS certificate with a barred list check.

For existing volunteers who provide personal care the school will obtain an enhanced certificate with a barred list check.

For other existing volunteers who are unsupervised the Head teacher may choose to request another DBS check with a barred list check if they have any concerns

For existing volunteers in non-regulated activities, the school is not required to request an enhanced DBS check but if the school has any concerns they will request this check but they are NOT permitted to request a check of the barred list.

The school will consider the following items when deciding on whether they should seek an enhanced DBS check for a volunteer who is not engaging in a regulated activity:

The nature of the work with children

- What the school knows about the volunteer
- Whether the volunteer has other employment or volunteers elsewhere where referees can advise on suitability
- Whether the role is eligible for an enhanced DBS check.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and any appropriate professional or regulatory body.

Protection of Freedoms Act 2012

The guidance issued following the amendment to Safeguarding Vulnerable Groups Act 2006 which removed supervised volunteers from regulated activities requires that:
For volunteers who need to be supervised because they are undertaking an activity which is regulated:

– There must be supervision by a person who is in a regulated activity
  - The supervision must be regular and day to day
  - The supervision will be 'reasonable in all circumstances to ensure the protection of children'

The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred list). The new definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the level of supervision required to take work out of the scope of regulated activity.

The school is therefore not legally allowed to request a barred list check on a volunteer who, because they are supervised, is not in a regulated activity.
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
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available – This doesn't happen, if they have direct contact with children, they do not start without one.
- 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 will seek, wherever possible, references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual fall outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We will obtain two references for all new staff and enhanced criminal record checks through the Disclosure and Barring Services (DBS) for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006. Applicants for posts may be invited for interview where we follow the Children's Workforce Development Council – CWDC, Pre-employment Check Procedure. The Head Teacher and at least one person on any interview panel will have completed the Pre-Employment Check training. We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS (Disclosure and Barring Service) check including the DBS Update service. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary, supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) and is seen to be in compliance with the ISSR regulations before starting work at ISP School. All volunteer helpers, contractors working regularly during term-time,

such as contract catering staff are also vetted. All visitors to the school are signed in and issued with an identity badge.

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 move 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 was 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 and visitors

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 necessary.
- 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.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will follow the requirements of the Disclosure and Barring Service and check that the person presenting themselves is the same person on whom appropriate checks have been made.

Our lettings and visitors' policies will seek to ensure the suitability of adults working with and in the presence of children at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

We will carry out appropriate vetting checks on visiting speakers as required by the Prevent Agenda. Our school operates pre-employment check procedure. We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

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.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006.

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
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we decide that an individual fall outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors
All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. This is renewed every 3 years.

Other checks deemed necessary if they have lived or worked outside the UK i.e. Right to work in the UK

Adults who supervise pupils on work experience

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

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

Appendix 4: 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 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

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.

Suspension

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/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for ISP

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 Head Teacher (or chair of governors where the Head Teacher is the subject of the allegation) – the 'case manager' – will take the following steps:

Immediately discuss the allegation with the designated officer at the 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 5 working days, 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 including trade union representatives.

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 governing board 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.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 10 working days.

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 HR Business Partner 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 Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, 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.
- They will be held with the file, but in a sealed envelope
- 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

Appendix 5: Specific safeguarding issues

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
- Are subject to Child criminal exploitation

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

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

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.
Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

FGM

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

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.
Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM

- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school

- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication
- The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.
If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.
The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

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

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.
Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including curriculum policy, behaviour policy, online/e-safety policy.

Non-collection of children

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

- Attempt to make contact with the parent/carer
- Make contact with other named individuals as appropriate to the individual child e.g social worker
- Inform the DSL who will risk assess the situation based on information available.
- A member of the SLT will remain at the school site with the child until provision is made via social services or the Police

Missing pupils (from the school premises)

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:

- Attempt to locate the child. If the child is located the member of staff will follow at a safe distance keeping the child in sight but not chasing the child
- If the child is lost sight of or cannot be located then the Police will be notified. The parent/carer will be informed subject to the risk assessment and care plan reflecting this action.

Policy Amendment Log

This log details when amendments have been made to this policy and outlines the material changes made. This does not replace the scheduled formal policy review which will be undertaken by the governing body as highlighted at the beginning of the policy.

No.	Date	Material Changes	By Whom
1	10-10-19	Amendments made to reflect the updated Keeping Children Safe in Education (September 2019) Particularly in relation to the introduction of Safeguarding Partnerships, references to curriculum and the need for staff to be aware of new sexual offences legislation.	TR
2	10-10-19	Email from DfE providing further information regarding the updated KCSiE Sept 2019 including new contact on sexual violence, Upskirting (now a criminal offence)	TR
3	1-09-20	Amendments made to policy as a result of KCSIE guidance September 2020 update	TR