



Safeguarding Policy

Introduction

*‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.’* (Keeping Children Safe in Education, 2023)

Safeguarding and promoting the welfare of children is defined as,

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

(Keeping Children Safe in Education, 2023)

This policy applies to all adults working in or on behalf of The King’s House School, Windsor, including staff, volunteers, supply teachers (if used) trustees, members of the School Management Board and any adults visiting the School. It covers all the pupils of the school including those in the EYFS. Should the school be used by any other organisation the Proprietors will ensure that there are appropriate safeguarding and child protection procedures and policies in place by the organisation hiring the school’s premises. If a contract is appropriate, these requirements will be included in it. Should an allegation relating to an incident that happened when another organisation was using the school premises this policy would be adhered to.

As a School we strive to provide a safe and caring environment for children and young people under 18 years of age (CYP). We recognise that children and young people can be the victims of abuse, neglect or exploitation both within the family and from extra-familial threats which might arise at school, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different



forms and children can be vulnerable to multiple threats, including: sexual, physical, mental and emotional abuse; neglect; exploitation by criminal gangs, individuals and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. We are alert to the signs of abuse and neglect and contextual safeguarding issues and follow our internal procedures to ensure that pupils receive effective support, protection and justice to enable them to have the best outcomes. We also recognise that effective information sharing, both within the school and with external agencies is vital to good safeguarding practice and in promoting children's welfare and educational outcomes and are aware of our powers to share, hold and use information for these purposes.

We are committed to maintaining the highest Biblical standards of how to treat people and accept the UN Universal Declaration of Human Rights and the Human Rights Act 1998 and the International Convention of Human Rights, which states that everyone is entitled to 'all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status'. We recognise that this also includes gender orientation.

We also concur with the Convention on the Rights of the Child, which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from 'all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child'.

As a School we strive to ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of processes and policies in the school. We have adopted the procedures set out in this Safeguarding Policy ('the Policy') in accordance with the statutory guidance, Keeping Children Safe in Education (September 2023) and the legislation referred to therein, the Prevent Duty and associated advice (2023), the Working Together to Safeguard Children December 2023 guidance, the Disqualification under the Childcare Act 2006 (June 2016) the non-statutory guidance Children Missing Education (September 2016), What to do if you're worried a child is being abused (2015), Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers, (July 2018), The use of social media for on-line radicalisation (July 2015) and Sexual Violence

and Sexual Harassment Between Children in Schools and Colleges (Sept 2021) and Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021). This Policy should be read in conjunction with other related policies, including the School's Online Safety Policy, Behaviour Policy, Anti-bullying Policy and Whistleblowing Policy, Supervision Policy, Staff Code of Conduct Policy, Data Protection Policy, Educational Visits Policy, Children Missing Education Policy, Missing Child Policy, Recruitment Policy and the Windsor and Maidenhead Safeguarding Partners' procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

Further helpful information can be found at the following;

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

<https://www.childline.org.uk/>

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

<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

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PART 1

1.1 Aims and Objectives

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent the chances of their being abused.

Our School is therefore committed to:

- establishing and maintaining an ethos where pupils feel secure, are encouraged to talk and are listened to through the use of pupil questionnaires, the school council, worry boxes, and the Pantasaurus programme;
- ensuring that pupils know that there are adults in the School who they can approach if they are worried or are in difficulty;
- supporting children and young people to stay safe and achieve the best outcomes;
- relating effectively and valuing children and young people whilst ensuring their protection within all school activities;
- encouraging pupils to develop positive character traits, such as confidence and determination, and including in the curriculum activities and opportunities for PSHEE (Personal, Social and Health and Economic Education), which equip pupils with the skills they need to stay safe from abuse and radicalisation, including online safety;
- including in the curriculum, particularly in Citizenship, materials that will enable pupils to become confident individuals prepared to face the challenges and responsibilities of life, to develop healthy relationships, and to become responsible and active citizens (as appropriate for the age of the pupil as he/she moves through school), and implementing a policy and schemes of work on Relationship Education;

We recognise that schools and their staff form part of the wider safeguarding system and have an important role to play in helping keep children and young people safe, as they are in a position to identify concerns early and provide help for children. Our School is therefore committed to:

- ensuring that the School remains a safe and secure environment and that any visitors are appropriately supervised/escorted and their identity is verified;

- putting children at the centre of the safeguarding system, taking children's concerns seriously at all times and reassuring them they will be supported, kept safe and their wishes and feelings taken account of
- having a Head of Pastoral Care who has a specific role in overseeing pupil welfare
- maintaining an attitude of 'it could happen here' where safeguarding is concerned;
- ensuring that all staff and volunteers are given support and training to develop an awareness of safeguarding and of their responsibilities for identifying and reporting abuse, exploitation and preventing radicalisation, as well as regular updates and refresher training, to enable them to fulfil their responsibilities;
- having a system of procedures in place for dealing with concerns about possible abuse;
- monitoring any pupils identified as needing extra help or being 'at risk' from abuse or radicalisation and acting in the best interests of the child, including through the early help process;
- encouraging and supporting parents/carers and ensuring that wherever possible every effort will be made to establish effective working relationships with parents;
- ensuring that outside agencies are involved, through the Designated Safeguarding Lead, where appropriate.

We recognise the potential link between technology and inappropriate images. Staff must therefore not use their mobile phones unless in an extreme emergency, where all other forms of communication are unavailable and a child is in danger. Otherwise all phones should remain in handbags/cupboards and should be kept out of reach of the children at all times. Please see our Online Safety Policy for more information.

Photographs / stills or video footage of pupils should only be taken using school equipment, for purposes authorized by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

In the event of a period of partial or total school closure, the best interests of children will continue to come first and within the constraints of home learning plans we will do all we can to safeguard children.



If any teacher in their remote working role, has a safeguarding concern about any child, they should continue to report concerns in the usual way.

Our Acceptable Use policy sets out both a pupil agreement and staff agreement, with the required behaviours for online use whilst using online learning platforms.

The latter includes an awareness of child-on-child abuse.

During any period of home learning parents will be asked to ensure they are within earshot of their child(ren) throughout any online lessons so as to provide a safety net for all pupils and staff. Teachers will be reminded to ensure that a parent or another member of staff be present during any one-to-one online learning.

The school will ensure planned interaction between parents and teachers so as to allow for opportunities for staff to provide support to families and identify any Safeguarding concerns.

During any periods of school closures the Designated Safeguarding Lead and her Deputy will be alert to those children the school have previously identified concerns about, but do not meet the threshold for early help or a safeguarding referral and will continue to monitor them within the constraints of remote schooling.

Any member of staff who has safeguarding concerns about another member of staff should report these in the usual way.

The King's House School, Windsor recognises that at any time of social distancing, both parents and children may at times struggle with the imposed restrictions, isolation and home learning plans. We realise that for some children this distress may result in their behaviour becoming more difficult or the home environment becoming more challenging. We are committed to providing ongoing emotional and behavioural support to the pupils of The King's House School, Windsor and to working with parents to promote emotional resilience both in and out of school.



Safeguarding children is everybody's responsibility, but within that the key responsibilities are set out below

1.2 Key Responsibilities

1.2.1 Organisational Structure



The King's House School, Windsor is operated by the charity King's Church International. Ultimate responsibility for safeguarding lies with the trustees of the charity as set out in the Charity Commission guidance trustee duties.

The trustees have appointed The School Management Board which has responsibility for operating the Safeguarding Policy: to ensure that safeguarding is given the attention it deserves. The School Management Board's nominated member for safeguarding takes a lead on overseeing safeguarding matters for the Board and reports to the School Board at each meeting.

All trustees and school board members receive training on induction to equip them to provide strategic challenge to test and assure themselves that the safeguarding policy is effective and supports the delivery of a robust whole school approach to safeguarding.

The following person is responsible for implementing the Safeguarding policy and reports to the School Management Board on their responsibilities (as laid out below) at least once a term:



Nominated Member of School Management Board for safeguarding

- To oversee all matters relating to the School's safeguarding arrangements (including online safety and understanding the filtering and monitoring systems and processes in place) to ensure that they fulfil the requirements of KCSIE, the Independent School Standards and other relevant legislation;
- To ensure that the School has a Safeguarding Policy and procedures that are consistent with the Windsor and Maidenhead Safeguarding Partners' requirements, to review and monitor the effectiveness of all aspects of the Policy and report back to the School Management Board on a termly basis, or as necessary, should the Policy require more immediate amendment;
- To take a lead in ensuring that the School has the necessary resources in place to fulfil its safeguarding responsibilities, including a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, included in their job descriptions, who are members of the senior leadership team and who have undertaken training in inter-agency working in line with statutory guidance;
- To ensure that the School has a training strategy in place for all staff to receive the relevant safeguarding training
- To ensure that any matters of concern or major incidents are reported to the School Management Board in writing and suitable remedial action taken following this report, including appropriate information sharing between professionals and local agencies.

Designated Safeguarding Lead (DSLs) including for Early Years Foundation Stage

The 4 key areas set out in KCSIE are;

- Raising awareness
- Training
- Managing referrals
- Working with others



Raising awareness

To lead in facilitating the development of safeguarding policies, training and procedures and guidance for the School, to ensure that the Safeguarding Policy and other related policies are reviewed annually by the School Management Board, that all members of staff have access to understand them and the responsibility placed upon them to implement them and to report to the School Management Board on a termly basis on the effectiveness of these policies;

To ensure the safeguarding policy is available publicly and that parents are aware of the role of the school in safeguarding, including in making referrals about suspected abuse or neglect.

To link with the safeguarding partner arrangements to ensure staff are aware of any local training opportunities and the latest local safeguarding policies and developments.

Take a lead in helping to promote high aspirations for the educational outcomes for children with issues related to their welfare, safeguarding or child protection or those who have a social worker, by sharing information with their teachers. Support teachers to understand these children's academic attainment and progress and develop appropriate support and help.

Training

To undertake appropriate Child Protection Training every two years, to understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and the Local Authority referral arrangements. To have a working knowledge of how the LA conducts Child Protection Case Conferences and child protection review conference and be able to attend these effectively when required to do so.

Undertake Prevent awareness training so that the DSL ensures the school fulfils the requirements of the Prevent Duty and is able to provide advice and support to staff on protection of children from the risk of radicalisation.

Is alert to the specific needs of children in need, those with Special Educational Needs and the needs of young carers.

Has an understanding of relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

Understand the importance of information sharing both within the school, with the three safeguarding partners, other agencies, organisations and practitioners



Understands the unique risks associated with online safety and the filtering and monitoring processes and systems in place to keep children safe whilst online at school.

Recognises the additional risks children with SEN and disabilities face online, for example from online bullying, grooming and extremist ideology and radicalisation and has the capability to support these children to stay safe online.

Managing referrals

To receive information and coordinate referrals, or support staff to make a referral arranging action and reviewing services for children and families, to ensure that children who are victims of abuse are supported appropriately and sensitively.

Maintain detailed, accurate, confidential and up to date documentation on all cases of safeguarding and referrals stored in a separate individual child protection file as well as ensuring that these records are transferred separately and securely to any new school the child may attend. For in year transfers this should be within 5 days or within the first 5 days of a new term.

Be aware that sharing any additional information with a new school in advance of a child leaving may help the new school put support in place to safeguard the child and help them to thrive.

Refer cases or support staff to refer cases to the Channel programme where there is a radicalisation concern as required

Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required.

Refer cases where a crime has been committed to the Police as required.

Working with others

To act as the key source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;

Be aware of the requirement for children to have an Appropriate Adult when being interviewed by police as set out in PACE Code C 2019

Acts as a point of contact with the three safeguarding partners

As required liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member



In circumstances where a child with a protection file (including any concern that falls under the Prevent Duty guidance) leaves the school to transfer to a new school or college, the child protection file must be sent by secure transit as soon as possible, separately from the main pupil file. A confirmation of receipt must also be obtained.

Liaise with appropriate staff and other professionals on matters of safety and safeguarding including online safety.

Deputy DSL - for the whole school, including Early Years

If the DSL is unavailable the deputy DSL will take the lead in receiving information, making a referral as appropriate and acting as a source of support, advice and expertise for staff.

1.2.2. All staff

Provide a safe environment for children to learn and build trusted relationships with children which facilitate communication.

Maintain professional curiosity and discuss any concerns with the DSL.

Be prepared to identify children who may benefit from early help and understand their role in it. This includes identifying emerging problems, reporting to and working with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or be threatened.

Be aware of the safeguarding policy and other relevant policies

Undertake relevant training as required

Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

Know what to do if a child tells them he/she is being abused, neglected or exploited and or at risk of involvement in criminal activity such as knife crime or county lines drug dealing.

Know the types of abuse, neglect and different forms of exploitation so that they are able to identify cases of children who may be in need of help or protection.

Be aware that technology is a significant component in many safeguarding and wellbeing issues and the need for filtering and monitoring systems.

Maintain an attitude of “it could happen here” where safeguarding is concerned

Record all concerns, discussions and decisions made and the reasons for those decisions in writing

Be aware of the needs of looked after children and those previously looked after.

Be vigilant that multiple safeguarding issues may overlap with one another

Raise any safeguarding concerns about another member of staff or volunteer who is or maybe posing a risk of harm to children with the Headteacher or The Chair of the School Board.

1.3 Training

The following table sets out the training to support this policy

Staff Group	Training	Frequency
All staff	<p>Safeguarding Children Policy with particular reference to the section on the role and identity of the DSL and all staff p.1.2.2 and what to do if they have safeguarding concerns about another staff member</p> <p>Other related policies as set out on p.1 of the policy. In particular the Whistleblowing policy, Behaviour policy, Anti-bullying policy, Online Safety policy (including filtering and monitoring & cyber security), Children Missing Education Policy, Missing Child Policy and the Staff Code of Conduct and</p>	On induction

	<p>Part 1, Part 5 and Annex B of KCSIE</p> <p>Whole school approach to safeguarding</p> <p>NSPCC on-line</p> <p>Safeguarding/child protection training</p> <p>Prevent Training</p>	
	<p>3yr rolling programme</p> <p>Updates on policy / legislation and the range of types of abuse (including child-on-child abuse) and scenario based training on safeguarding, Online Safety (including filtering and monitoring systems and processes & cyber security), and KCSIE including Prevent Training</p>	<p>½ day per year</p>
	<p>Updates via email, e bulletins & staff meetings, including whole school approach to Safeguarding</p>	<p>Termly</p>
<p>DSL & deputy DSL</p>	<p>Training to enable them to undertake their role & update their knowledge and skills. To include online safety including filtering and monitoring and SEND</p>	<p>Accredited training by attending at least 4 out of 6 RBWM DSL Network meetings in any 2 year period in line with local practise.</p>
	<p>Updates on changes via e-bulletins, meeting other designated safeguarding</p>	<p>Termly</p>

	leads, or taking time to read and digest safeguarding developments Keep up to date with local responses to sexual violence & harassment	
Head teacher & recruitment Panel members	Safer recruitment training	Every 3 years
School Management Board and trustees	Safeguarding/Child Protection Training for Governors/Trustees NSPCC Online Refresher training KCSiE in its entirety	Every 3 years Annually Annually

Temporary staff, volunteers and visitors are made aware of the school's arrangements for safeguarding and their responsibilities.

1.4 Monitoring and Evaluation

The School is aware of the need to monitor and evaluate this Policy regularly in order to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support.

As such, regular (at least 2 per year) audits and visits are carried out by the nominated member of the School Management Board for safeguarding to ensure that all statutory responsibilities have been discharged. These may include interviews with pupils, discussions with staff and parents, observations of classroom practice where deemed appropriate and useful, and reviews of documentary evidence, policies and procedures. Reports from such visits as well as a termly report by the Designated Safeguarding Lead, will be given to the School Management Board and KCI Board of Trustees.

The purpose of these monitoring and evaluating procedures is to ensure that safeguarding arrangements are effective by:

identifying strengths and weaknesses;

ensuring that any weaknesses are rectified without delay;

recognising successes and gathering evidence that best practice is embedded;



contributing to school development planning;
the most effective allocation of resources;
ensuring that practice is consistent across the School;
identifying the needs of pupils, staff, parents and the wider community and verifying that they are met;
ensuring that the School's policies and procedures meet the requirements of the outside agencies.



PART 2

2.1 Definitions of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, for example the impact on children of all forms of domestic abuse. Defining child abuse is a difficult and complex issue. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children. Please see our Online Safety Policy for more information.

The four definitions of abuse below operate in England based on the government guidance 'Keeping Children Safe in Education, 2023'. It should be noted that often abuse, neglect and safeguarding issues are complex and can overlap with one another.

2.1.1 Physical Abuse

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.

2.1.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.1.3 Sexual Abuse

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

2.1.4 Neglect

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.

2.1.5 Bullying / Child on Child Abuse

In addition, staff should be aware of the potential for children to abuse other children known as child on child abuse, which may manifest itself through;

- bullying (including cyber, prejudice based and discriminatory bullying)
- abuse in intimate personal relationships between children / young people

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault, this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting
- Initiation / hazing type violence and rituals

Child on child abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’ as this response could lead to a culture of unacceptable behaviours and unsafe environments. Even if there are no reported cases it is important to be aware that child on child abuse may still be taking place but not being reported. As in other forms of abuse, bullying should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm”. The School will minimise the potential of this type of abuse by educating pupils on this issue through its Life & Living (PSHE) curriculum and fully implementing its Behaviour Policy, Anti-bullying Policy and Online Safety Policy.

Any concerns should be reported to the DSL via the normal channels. Some forms of bullying are illegal and must be reported to the police:

These include:

- violence or assault
- theft

- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Victims of child on child abuse will be supported as set out in the Anti - bullying policy

2.2 Signs and Symptoms

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life:

2.2.1 Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc.
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies or immobile infants
- Bites, burns, fractures etc., which do not have an accidental explanation
- Cuts/scratches/substance abuse

2.2.2 Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia

2.2.3 Emotional

- Changes/regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Depression, aggression, extreme anxiety

- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

2.2.4 Neglect

- Under nourishment, failure to grow, constant hunger, stealing or gorging food
- Untreated illnesses, inadequate care, etc.

It should be noted that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

2.2.5 Fabricated and Induced Illness (FII)

Concerns may arise about possible fabricated or induced illness and must be reported to the DSL or Deputy when:

- There is a lack of medical evidence provided to the school for reported symptoms and signs which on examination are not explained by any medical condition from which the child may be suffering;
- Physical examination and results of medical investigations do not explain reported symptoms and signs; meaning that relevant medical evidence cannot be provided to the school to explain absences;
- There is an inexplicably poor response to prescribed medication and other treatment meaning that the child is persistently absent from school without any medical evidence;
- New symptoms are reported on resolution of previous ones;
- Overtime the child is repeatedly presented with a range of signs and symptoms;
- Reported symptoms and found signs are not seen to begin in the absence of the carer;

- The child's normal, daily life activities are being curtailed, for example school attendance, beyond that which might be expected for any medical disorder from which the child is known to suffer.

2.3 Specific Safeguarding Issues

For information about specific safeguarding issues see Specific guidance sheets for Female Genital Mutilation, Forced Marriage, sexting, pornography, child sexual exploitation, gangs, serious violence, and child criminal exploitation, domestic violence and abuse, violence against women and girls, faith abuse and radicalisation, child on child abuse and trafficked children and modern slavery are set out the guidance sheets in Appendix 9.

CHILDREN POTENTIALLY AT GREATER RISK TO HARM

Whilst all children should be protected, it is important to recognise some groups of children are potentially at greater risk of harm and in some cases may find it particularly difficult to communicate what is happening to them.

2.4 Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. It is important that assumptions are not made relating indicators of possible abuse, such as injury or change in mood, to the child's disability without further exploration and that children are given opportunities to communicate their needs and concerns where communication barriers exist. Staff should also be aware that children with SEND may be disproportionately impacted by things like bullying without showing any outward signs and more likely to suffer isolation from their peers. In addition they may be unable to understand the difference between fact and fiction in online content, repeating the content or behaviours in school and not understanding the consequences of doing so. Where a child is known to display challenging behaviour the school will plan positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

The SENCO will work with the Head of Pastoral Care and the DSL or Deputy to ensure that the individual needs of the child are responded to, including ensuring any appropriate support for communication is in place.

2.5 Looked After Children

The lead for Looked After Children is Lyndsey Harding who has been trained for this role should we have any looked after children join the school.

The most common reason for children to become looked after by the Local Authority is as a result of abuse or neglect. Staff must have the knowledge and understanding necessary to keep looked after children safe and help and support them to achieve their full potential. Appropriate staff must have appropriate information regarding the legal status of each child and have information regarding the care arrangements, the social workers details and the level of authority delegated to the carer. There should be a Personal Education Plan (PEP) in place for each Looked After Child. The lead for looked after children will also take the lead in promoting educational attainment for previously looked after children.

2.6 Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers.



Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

2.7 Children absent from Education

A child being absent from education for prolonged periods and/or on repeat occasions is a potential indicator of abuse, neglect or child sexual and criminal exploitation, particularly county lines. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect, sexual exploitation and criminal exploitation, and to help prevent the risks of their going missing in future.

The school has a Child Missing from Education policy, written in accordance with the Children Missing Education Statutory Guidance for Local Authorities - September 2016, which we will abide by concerning this area.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

2.8 Mental Health

As set out in the Aims and Objectives in Part 1 of the policy we are committed to establishing and maintaining an ethos where pupils feel secure, are encouraged to talk and are listened to. We aim to support children and their families to help reduce the social and other determinants of mental ill health across all ages, and the inequalities that can both cause and be the result of mental health problems.

We recognise that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and should identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. We are aware



that the experience of children who have suffered abuse and neglect and other potentially traumatic adverse experiences can have an adverse impact on their behaviour and education.

The Head of Pastoral Care works with the Senior Mental Health Lead/ Head Teacher / DSL to provide individual support for pupils identified by teachers as appropriate.

Where appropriate we will encourage parents to seek a referral for earlier diagnosis and intervention and work with the appropriate local agencies, particularly health professionals, to promote their recovery.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should take immediate action by reporting it to the Designated Safeguarding Lead or her deputy.

Children who need a social worker (Child in Need and Child Protection Plans)

Some children may need a social worker due to safeguarding or welfare needs. Their experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The designated safeguarding lead will hold and use this information supplied by the Local Authority regarding children and families with a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

2.9 Safeguarding Developments

New areas related to safeguarding children are constantly emerging and being recognised at a national level. We will keep abreast of these developments and ensure training is provided to all staff regarding these, to ensure they are aware of the signs and symptoms, required response and further advice and guidance. Where it is appropriate these new issues will be incorporated into the curriculum and Life and Living (PSHE).

2.10 Procedure for Raising Concerns and Taking Action

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Anyone who has concerns about a child should raise these with the Designated Safeguarding Lead or Deputy. They should not assume a colleague or other professional will take action.

If, at any time, it is believed that a child may be a child in need, or for children suffering or likely to suffer significant harm, this should be referred immediately to the DSL who will make an appropriate referral to the local authority children's social care and / or the police for the area the child lives in.

If there are further signs of potential abuse and neglect, these should be reported and referred again.

When referring a child to children's social care, any information on the child's development needs and their parents' /carers' ability to respond to these needs both within the family and the broader context of their wider family and environment should be considered and included in the referral.

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

is disabled or has certain health conditions and has specific additional needs;

has special educational needs (whether or not they have a statutory education, health and care plan);

has a mental health need;

is a young carer;

is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement;

is frequently missing/goes missing from care or home;

- is at risk of slavery, trafficking or exploitation;
- is at risk of being radicalized or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has a parent in prison or is affected by parental offending;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour based abuse such as Female Genital Mutilation and forced marriage;
- is a privately fostered child;
- Is persistently absent from education.

This means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an Early Help Assessment.

If Early Help is appropriate then the DSL and/or Deputy will take the lead with staff in identifying emerging problems, sharing information with other professionals and in assessment and, at times, acting as the lead professional in undertaking an Early Help Assessment.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to making a referral to children's social care if the situation does not appear to improve for the child

Each Local Authority has a document setting out local thresholds and available interventions and is a useful reference document.

Under no circumstances should a staff member carry out their own investigation into an allegation or suspicion of abuse. Procedures should be followed as outlined below. (For advice on how to respond verbally to a child wishing to disclose abuse - see Appendix 1).

The person in receipt of allegations or with suspicions of abuse should report concerns, immediately, to the Designated Safeguarding Lead. In her absence, the Deputy Designated Safeguarding Lead has the status and authority to take responsibility for safeguarding matters. These officers have been nominated by the School Management Board to act on



their behalf in dealing with any allegations or suspicions of neglect or abuse, including referring matters on to the statutory authorities.

Where necessary, the Designated Safeguarding Lead will inform the Nominated Member of the School Management Board for Safeguarding and the Chairman of the School Management Board of a child protection issue.

The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements when absent.

It is the right of any individual to make a direct referral to the safeguarding agencies or seek advice from the Designated Officer (previously known as LADO), although it is recommended in most situations to raise concerns as outlined in this policy

If, however, the individual with the concern feels that the Designated Safeguarding Lead or Deputy has not responded appropriately, or where they have a disagreement with them as to the appropriateness of a referral they are free to contact the outside agencies directly.

The role of the Designated Safeguarding Lead is to collate and clarify the precise details of the allegation or suspicion, record them, and pass the information on to statutory agencies in a timely way. The NSPCC document "When to call the police" will help the Designated Safeguarding Lead understand when they should call the police. They have a legal duty to investigate. Where required the Designated Safeguarding Lead should inform KCI's insurance company of allegations, as required by the Charity Commission.

If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration; concerns should always lead to help for the child at some point.

A staff action flowchart setting out the procedure for raising concerns and taking action can be found in Appendix 8. Further detailed procedures regarding how to recognise and respond to allegations or suspicions of abuse are outlined in paras 2.12 and 2.13 below.



2.11 Contact Details

The King's House School, Windsor

Designated Safeguarding Lead, Lyndsey Harding, Headteacher of the School

07721 416284

Deputy Designated Safeguarding Lead, Jossi-Mari Williams

07484 734487

Nominated Member of School Management Board for Safeguarding, Natasha Airey

07940 965455

Chairman of the School Management Board, Melody Erasmus

07810 872313

Referrals should be made to the Children's Social Care (CSC) Referral and Assessment Team for the area the child lives.

For Windsor and Maidenhead on: 01628 683150 (day-time) or 01344 786543 (out of hours in the case of an emergency).

For Slough on: 01753 875362 or out of hours as above

For Bracknell on: 01344 352005 or out of hours as above

Usually the Access Officer will ask for basic information before passing the person onto the Duty Social Worker, who will advise on the appropriate course of action.

For advice and referrals to the Early Help Hub and MASH team the DSL should call 01628 683150. This line is manned Monday to Thursday 8.45am to 5.15pm & Friday 8.45am to 4.45pm. At all other times contact should be made with the Out of Hours Team on 01344 786543 or by email to MASH@achievingforchildren.org.uk

The Designated Officer via the MASH should be contacted in relation to complaints against staff or anyone in a position of trust on: 0208 8917370 or 07774 332675 or by email at LADO@achievingforchildren.org.uk An online referral can also be made via this link: <https://docs.google.com/forms/d/e/1FAIpQLSdYVca4qbvFJS71sD2PzYr8mhyot9GrOdzsHUUYOmJeM7uCKA/viewform>

With concerns relating to radicalisation, the Designated Safeguarding Lead may also engage with the Prevent Referral Team at Thames Valley Police.

Concerns related to FGM should be reported to Thames Valley Police (See para 2.13)
These details maybe updated from time to time without the policy itself being reviewed.

2.12 Responding to Allegations of Physical Injury, Neglect or Emotional Abuse

If a child has a physical injury, a symptom of neglect or where there are concerns about emotional abuse, the Designated Safeguarding Lead will:

- in cases of suspected deliberate injury or concern about a child's safety, or if a child is afraid to return home, contact CSC to make a referral immediately. Parents or carers should not be contacted unless advised to do so. Seek medical help if needed urgently, informing the doctor of any suspicions;
- for lesser concerns, (e.g. poor parenting), encourage parent/carer to seek help or undertake an early help assessment in accordance with the guidance 'Working Together to Safeguard Children (2023)', but not if this places the child at risk of significant harm. Completion of an Early Help form requires the parents signature
- where parents/carers are unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, make a referral to CSC Referral & Assessment Team

2.13 Responding to Allegations of Sexual Abuse

In the event of allegations or suspicions of sexual abuse, the Designated Safeguarding Lead will:

- Contact the CSC Referral & Assessment Team or the Police Child Protection Team direct as appropriate. They will NOT speak to the parents/carers or anyone else

It should be noted that there are distinct mandatory reporting requirements relating to Female Genital Mutilation (FGM), which states that teachers discovering that such an act appears to have been carried out must personally report this to the Police. They should normally still discuss the case with the Designated Safeguarding Lead and involve CSC as appropriate.

2.14 Confidentiality and Record Keeping (more information on record keeping in Appendix 5)

Suspicious or allegations of abuse must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place (see Appendix 2 - 3). Any concern over physical abuse should include the completion of child protection alert/ cause for concern form (Appendix 2) to include details of the nature of physical abuse and identify site of any injury.

If there is a concern that a child or young person may have been abused or a direct allegation of abuse has been made, it is important the person receiving this information:

- makes notes as soon as possible (preferably within one hour of the person talking) including a description of any visible injury, its size, and a drawing of its location and shape on the child's body (staff must only record what is obvious and not ask children to remove clothing);
- writes down exactly what has been said, when s/he said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity);
- writes down dates and times of these events and when the record was made;
- write down any action taken and keep all hand written notes even if subsequently typed up (on Appendix 3).

A chronology of events (Appendix 4) is a useful format for recording multiple concerns and enables the Designated Safeguarding Lead to see a clearer picture. This would also be useful when sharing concerns with parents/carers or to attach it to any referral to Children's Social Care.

These notes should be passed on to the Designated Safeguarding Lead to assist them should the matter need to be referred to CSC or the police. Any referral should be made within 24 hours of being identified as being at risk of serious harm, followed up in writing within 48 hours. The referrer should expect an acknowledgement of their written referral within one working day of receiving it. If no acknowledgement is received within 3 working days the referrer should contact these services again and if necessary ask to speak to a line manager to establish progress. All documents should be signed, dated and kept in a separate, secure and individual child protection file.



2.15 Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm, for example in circumstances where there are concerns or suspicions that a serious crime such as sexual abuse, domestic violence or induced illness has taken place.

Where a decision is made not to seek parental permission before making a referral to the LA Children's Social Care, the decision must be clearly recorded with the reasons, dated and signed and confirmed in the referral.

Where a referral is deemed to be necessary in the interests of the pupil, and the parents have been consulted and are not in agreement, the following actions should be taken:

- record the reason for proceeding without parental agreement
- include the parents withholding of permission in both verbal and written referral
- contact the parent(s) to inform them that after considering their wishes a referral has been made

We encourage parents to discuss any concerns they may have with their child's teacher. Teachers are then able to pass the concerns on to the Designated Safeguarding Lead if necessary. We make parents aware of our policy via the school website and parents are made aware that they can obtain a paper copy of this policy on request.



PART 3: Safer Recruitment

3.1 Recruitment and selection policy statement

The King's House School, Windsor is committed to maintaining a culture of safe recruitment. We have adopted the following recruitment procedures in order to help deter, identify or reject people who might abuse children. This policy should be read in conjunction with the School's Recruitment Policy.

All staff, including teachers and those who assist in teaching or supervising pupils, administrative staff and any other person employed by or volunteering for The King's House School, Windsor, will adhere to all school policies, including those relating to the safeguarding and welfare of staff and children.

The Headteacher, members of the School Management Board and any staff to whom responsibility for recruitment has been delegated, will pay full regard to the statutory guidance, Keeping Children Safe in Education (September 2023). They will ensure that all appropriate measures are applied in relation to everyone who works in the School, including the members of the School Management Board and trustees, and staff employed by contractors to ensure every individual's suitability to work with children in any capacity. Further information is set out in the recruitment policy

In the case of supply teachers or other contractors not directly employed by the School, the School will ensure that the relevant checks have been carried out by the agency or employer and written confirmation obtained in this regard before the person begins work at the School, including a copy of the DBS certificate will be seen by the school. In addition their identity will be checked on arrival and they will be given the information leaflet for visiting staff regarding Safeguarding, shown in Appendix 6. Visiting speakers always wear a visitors badge and are always accompanied by a member of staff. An internet search/social media check will always be made prior to their visit to the school.

3.2 Advertisements

The Headteacher and School Management Board will avoid unlawful discrimination in their use of advertisements. All advertisements will include a statement reflecting the School's

policy on Equal Opportunities. They will also make clear the responsibility of the role-holder for safeguarding children and the requirement to undergo the appropriate level of DBS check, as necessary. Where there is an occupational requirement for a teaching role to be fulfilled by a Christian, this will be made explicit and the criteria outlined in the job description and person specification. Job descriptions, person specifications, salary details and the safeguarding children policy will be sent to applicants. The School's policies will also be available to candidates on request.

3.3 Applications

All candidates will be requested to complete an Application Form. On receipt of applications, all candidates will be considered with reference to the guidelines detailed in the Keeping Children Safe in Education (September 2023) guidance. The candidate's employment history will be scrutinised to identify any gaps or discrepancies. Where a candidate has applied for a teaching post but is not currently employed as a teacher, contact will normally be made with their previous school to confirm the details of their employment and their reasons for leaving. All candidates will be assessed equally against the criteria contained in the Job Description/Person Specification during the shortlisting process without exception or variation and without unlawful discrimination. All references will be sought and examined thoroughly, where possible, prior to an interview. A reference proforma will be used to obtain references directly from the referee and will include questions about the individual's suitability to work with children. In the case of vagueness or unsatisfactory responses, further clarification will be sought from the referee.

3.4 Interviews

There will be a panel of two or more people: the Headteacher and at least one School Management Board member. The panel will include at least one person who has completed Safer Recruitment Training, which will be renewed every 3 years. The School Board ensures that sufficient staff are trained in Safer Recruitment.

A range of questions will be asked to ascertain the candidate's suitability:

- for the job
- to work with children
- to meet any occupational requirements

- to follow the School's policies and work within its ethos.

If, for whatever reason, references are not obtained before the interview, the candidate will be asked if there is anything they wish to declare or discuss in light of the questions that have been (or will be) put to their referees. References will always be obtained and scrutinised before a person's appointment is confirmed and before they start work. The school will also carry out a Social Media Employment Screening check on every shortlisted candidate which the school can then explore with the applicant at interview if necessary, all shortlisted candidates will be notified of this prior to their interview taking place.

An offer of appointment to the successful candidate will be conditional upon:

- the receipt of at least two satisfactory references
- verification of the candidate's identity using their Birth Certificate where possible
- verification of eligibility to work in the UK (where applicable)
- verification of professional qualifications (including professional status, where applicable. Verified after the interview if necessary)
- a self-declaration of criminal background form
- a Disqualification Self-Declaration form
- a satisfactory DBS Enhanced Disclosure with barred list check
- a separate satisfactory barred list check (if obtained due to the individual starting work in regulated activity before the DBS certificate is available)
- a satisfactory Prohibition from Teaching Check (using the Teacher Services system)
- a satisfactory section 128 Management Check, if in leadership
- a satisfactory criminal record check or police clearance, if they have been abroad for more than 3 months
- verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- satisfactory completion of a probationary period
- verification of the candidate's mental and physical fitness to carry out their work responsibilities

A record that these checks have been made and the name of the person, their position and date on which they were carried out will be kept on the Single Central Register. A copy of the documents used to verify the successful candidate's identity, right to work and required qualifications are kept for the personnel file.

3.5 Disqualification

Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the relevant offences and orders section of the Disqualification under the Childcare Act 2006, unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake. An employer commits an offence if they contravene section 76(3), except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

3.6 Disqualification by Association

Disqualification by Association applies if a person is living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2018 regulations. Under the 2018 regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in childcare, is disqualified by association.

3.7 Induction

We recognise our role in ensuring staff are clear what their safeguarding role is and are adequately prepared.

All newly appointed staff will take part in Induction Training as set out in para 1.3 which should take place before the start of a new term wherever possible, to include:

- Job description requirements
- Staff Handbook
- Familiarisation with all School Policies
- Safeguarding Training. See para 1.3

A probationary meeting after 3 months is held with the head teacher which includes addressing any concerns the member of staff might have regarding their safeguarding role. In addition weekly staff meetings are usually held where specific safeguarding questions or concerns are raised and discussed.

3.8 Monitoring

The Headteacher and the School Management Board will carefully monitor all staffing matters, recognising that safeguarding children is essential. New members of staff will be mentored by another teacher.

3.9 Responding to Safeguarding concerns and allegations made against a member of staff or volunteer (this includes supply teachers & contractors should they be used)

The Head Teacher must be notified immediately if an allegation is made against a member of staff, volunteer, supply teacher or contractor which indicates that they may have behaved in a way that has harmed a child, or may have harmed a child; where they may have possibly committed a criminal offence against or related to a child; or would pose a risk of harm or behaved or may have behaved in a way that indicates they may not be suitable to work with children, if they work regularly or closely with children. This should happen regardless of whether or not the School is where the abuse is alleged to have taken place.

A report will be made to OFSTED within 14 days if there is an allegation of serious harm or abuse by any person living or working on the premises.

If concerns relate to the Designated Safeguarding Lead, you should speak to the Nominated Member of The School Management Board for Safeguarding without informing the DSL, who will involve the Chair of the School Management Board as appropriate. Where concerns involve a staff member advice should be sought from the Designated Officer by the person who has the concerns raised to them. Although it is recommended in most situations to raise concerns as outlined above, it is important to note that any staff member, volunteer or supply teacher may make a referral.

An investigation against a member of staff may have three related strands:

- child protection enquiries, relating to the safety and welfare of any children who are or who may have been involved;
- a police investigation into a possible offence against a child;

- disciplinary procedures where it appears that the allegations may amount to misconduct or gross misconduct on the part of the member of staff including suspension as a neutral act.

The Head Teacher will contact the Designated Officer immediately or within one working day at the latest. If the allegation is related to a supply teacher or contractor the relevant agency/employment business will be kept fully informed. If the allegation is of a serious nature where the child has suffered, or is likely to suffer, significant harm the Lead or the Designated Officer will also make a referral straight to the CSC Referral & Assessment Team and the Police. If the allegation is not of serious concern, the Designated Officer will advise on the most appropriate course of action, considering the nature, content and context of the allegation. Allegations made against teachers no longer teaching should be referred to the Police.

If it is decided by the Designated Officer and the case manager (usually the Headteacher) that no further action is necessary, this decision and the justification for the decision should be recorded by both people and an agreement reached about what information to be put into writing to the individuals involved and by whom.

Even if no legal action is taken, an investigation may still be needed in relation to safeguarding children or staff discipline. The decision to suspend a worker will rest with the School Management Board and be based on the kind of allegation made. All options to avoid suspension should be considered prior to taking that step. An internal investigation should not normally take place while the police are investigating allegations. However, where the school wishes to do this for the purposes of possible disciplinary action, agreement from the police must be sought beforehand. To avoid delay in the sharing of information, the School should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

If the allegation is substantiated (KCSIE says, when an individual is suspended or moved out of regulated activity to another post, if they meet the “harm” criteria) and where the School dismisses the person or ceases to use their services, or the person resigns or otherwise ceases to provide their services, the case manager should consult with the Designated Officer and refer the matter to the Disclosure and Barring Service (DBS) to consider inclusion on the barred lists; and in the case of a member of teaching staff whether to refer the

matter to the Secretary of State via the Teacher Regulation Agency to consider prohibiting the individual from teaching.

If the allegation is determined to be unsubstantiated or malicious, the Designated Officer will refer the matter to CSC to determine whether the child is in need of additional support or may have suffered abuse by someone else. If the allegation is shown to be deliberately invented or malicious, the case manager will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible.

The following principles underpin managing allegations against staff:

- the welfare of the child is the paramount consideration;
- the Head Teacher or case manager should ensure that the child has the appropriate support;
- the Head Teacher will determine with the Designated Officer whether it is necessary to seek advice from the authorities e.g. Police or CSC Referral & Assessment Team and therefore whether it is necessary that the member of staff and parents/carers should not be informed. Thirtyone-eight (previously known as Churches Child Protection Advisory Service (CCPAS)) is also available to contact for advice;
- the allegation should be dealt with quickly, in accordance with the timescales laid out in the statutory guidance, and in a fair and consistent way. Concerns should be taken seriously. It is not up to the recipient of the allegation to determine its validity or veracity;
- for allegations relating to physical contact, consideration will be given to the use of reasonable force by staff to control or restrain children in certain circumstances, including dealing with disruptive behaviour;
- historic and current allegations should be given equal weight;
- the School has a duty of care to its staff and will endeavour to provide effective support to anyone facing an allegation;
- staff should be informed of the allegation against them as soon as possible by the Head Teacher after consulting with the Designated Officer and with due regard to protecting evidence and disclosure of information; parents/carers of the child or children involved should be informed of the allegation as soon as possible after the relevant agencies have been

consulted and have agreed what information can be disclosed.

Parents/carers should then be kept informed of the progress and outcome of the case in confidence.

Every effort should be made to maintain confidentiality and to guard against unwanted publicity. The case manager may seek advice from the Designated Officer about how to manage press interest. In accordance with section 141F of the Education Act 2002, parents and carers are not allowed to report or publish allegations about teachers. Any parent/carer wishing to apply to the court to have reporting restrictions removed should seek legal advice.

For allegations made against staff, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, the decisions reached and reasons, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer, in order to be able to provide accurate information in response to any future request for a reference, where appropriate. In the case of allegations found to be malicious, the record will be removed from personnel records.

3.10 Managing low-level concerns against staff

The school understands the importance of a positive culture where concerns can be identified and spoken about openly and acknowledges that this is a key element of a strong safeguarding system. This policy seeks to ensure that all staff who work with children behave appropriately and to enable the early identification and prompt and appropriate management of concerns.

This Low-Level Concerns Policy operates in conjunction with the following:

- The School's Code of Conduct
- The Staff Discipline Policy
- The Whistleblowing Policy
- The Privacy Policy

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff can inform the Head Teacher about their concern verbally in the first instance, or a written summary of it can be provided with the option of submitting a Low-Level Concerns Form (see Appendix).

Where the low-level concern is provided verbally, the Head Teacher will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion and will exercise sound professional judgement in determining what information is necessary to record for safeguarding purposes. If the Head Teacher cannot be contacted, or the low-level concern relates to the Head Teacher, the Chair of the School Board should be contacted instead.

If there is a conflict of interest in sharing a low-level concern with the Head Teacher and the Chair of the School Board then it should be reported directly to the Local Authority Designated Officer (LADO).

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Keeping Children Safe in Education September 2023

The following is taken from Keeping Children Safe in Education September 2023:

424. As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

425. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early*
- minimise the risk of abuse, and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution*

What is a low-level concern?

426. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and*
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.*

Examples of such behaviour could include, but are not limited to:

- being over friendly with children*
- having favourites*
- taking photographs of children on their mobile phone, contrary to school policy*
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating children.*

427. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

428. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

429. It is crucial that all low-level concerns are shared responsibly with the right person,

and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern - no matter how small, even if no more than a 'nagging doubt' - that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's Code of Conduct, and the law.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We create this culture by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level concerns
- empowering staff to self-refer
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping to identify any weakness in the school's safeguarding system.

Process followed when a Low-Level Concern is raised

The Head Teacher will, not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular low-level concern shared with them:

- speak to the person who raised the low-level concern (unless raised anonymously)
- speak to any potential witnesses (unless advised not to by the LADO/other relevant external agencies, where contacted)
- speak to the individual about whom the low-level concern has been raised (unless advised not to by the LADO/other relevant external agencies, where contacted)
- where they are in any doubt, seek advice from the LADO, on a no-names basis if necessary
- review information and determine whether behaviour:
 - a) is entirely consistent with the School's staff code of conduct and the law;
 - b) constitutes a low-level concern;
 - c) is not serious enough to consider a referral to the LADO but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary;
 - d) when considered with any other low-level concerns that have previously been raised about the same individual, could now meet the threshold of an allegation, and should be referred to the LADO/ other relevant external agencies; or
 - e) in and of itself meets the threshold of an allegation and should be referred to the LADO/other relevant external agencies
- make appropriate records of all internal and external conversations, their determination, the rationale for their decision and details of any action taken, and to retain records, in accordance with this policy
- consider whether concern also potentially raises misconduct or capability issues

Storing and use of Low-Level Concerns and follow-up information

Low-level concern forms and follow-up information will be stored securely by the Head Teacher, with access only by the senior leadership team. This will be stored in accordance with the school's GDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.

Low-level concern forms will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Low-level concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures or would normally be included in a reference, for example, poor performance. Whenever staff leave the school, any record of low-level concerns which are held relating to them will be retained for the same duration as that individual's personnel file.

The Head Teacher will inform the School Board about the implementation of this policy and evidence of its effectiveness e.g. by including reference to it in safeguarding reports and providing any relevant data. The School Board will review an anonymised sample of low-level concerns at regular intervals, in order to ensure that these concerns have been responded to promptly and appropriately.



Review Leader: Headteacher

Policy Last Updated: March 2024

Next Review Date: July 2024

Appendix 1

How to respond verbally to a child wishing to disclose abuse

Ensure the physical environment is welcoming, giving opportunity for the child to talk in private whilst maintaining accountability by keeping any doors ajar and making sure, in a pre-planned meeting that the session leader or another worker knows the conversation is taking place. It is especially important to allow time and space for the child to talk.

Above everything else listen without interrupting. Be attentive and look at them whilst they are speaking. Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used. Try to remain calm on the outside, even if on the inside you are feeling something different. Be honest and don't make promises you can't keep regarding confidentiality. If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen. Use language that is age appropriate.

HELPFUL RESPONSES

You have done the right thing in telling me

I am glad you have told me

I will try to help you

DON'T SAY

Why didn't you tell anyone before?

I can't believe it!

Are you sure this is true?

Why? How? When? Who? Where?

I am shocked, don't tell anyone else

In addition to this, it is important:

- to emphasise they have done the right thing in telling you;
- to tell them you are treating what they have said to you seriously;
- to reassure them that what has happened was not their fault;
- not to push for information because they may have been threatened or bribed not to speak;
- not to promise to keep the information a secret. Explain clearly (and gently!) that you may have to share what they tell you with others, including the



person responsible for safeguarding, but this will only be done on a need to know basis and kept confidential;

- to ensure the immediate safety of the person, contact the Designated Safeguarding Lead or the Deputy immediately and in any case within 24 hours. Alternatively go directly to Children's Social Care/Police;
- as soon as possible, to write down what has been shared (see Appendix 2).



Appendix 2 – To be completed if child has a visible injury

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to DSL if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Time & date of incident:	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	
Position:	
Your signature:	
Time form completed:	
Date:	



Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's

Early help Counsellor/EP
Service

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

E.g. School to instigate a Family Support Process, assessment by Children's Services

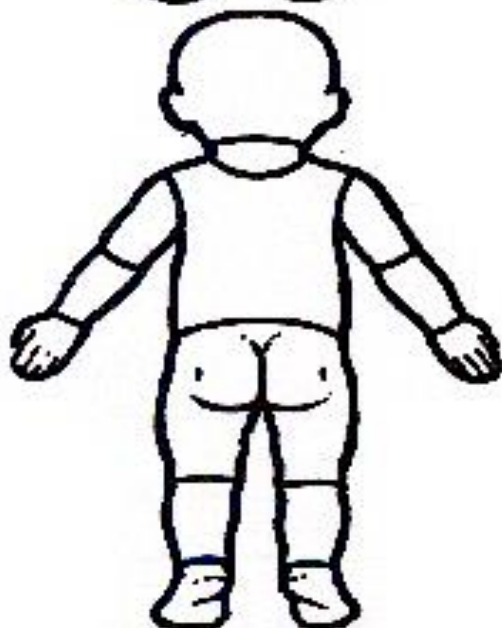
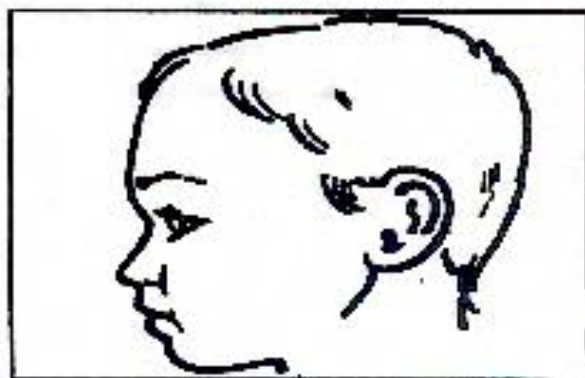
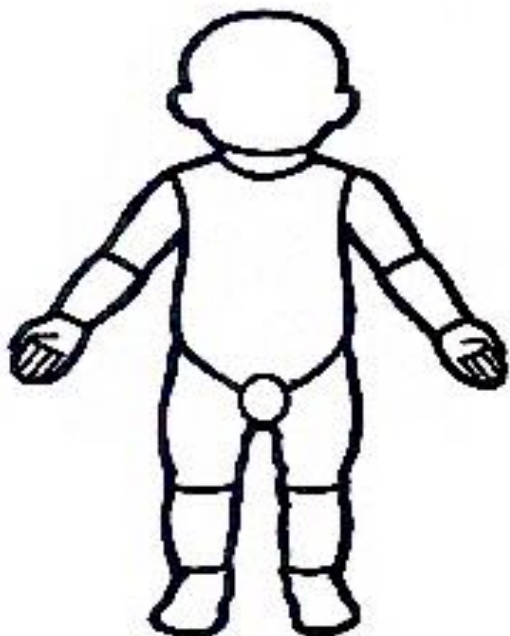
Full name:

DSL Signature:

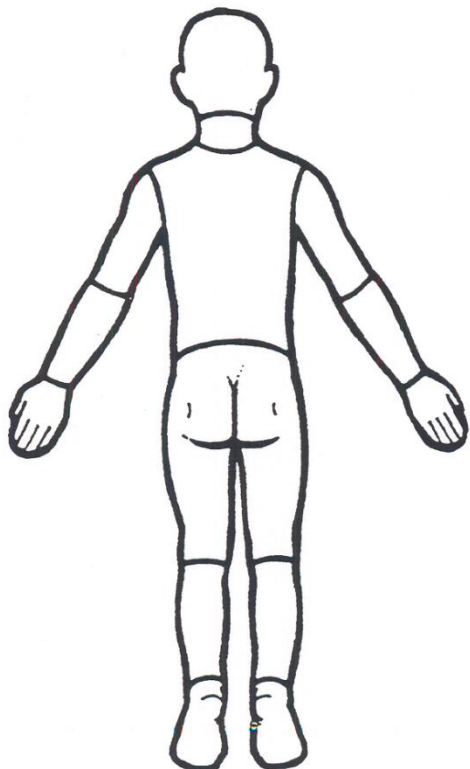
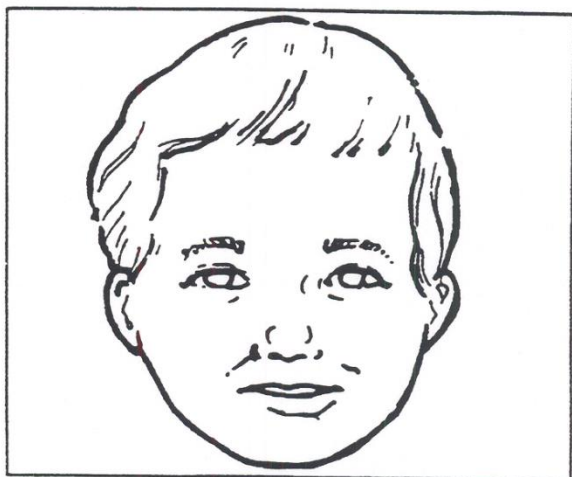
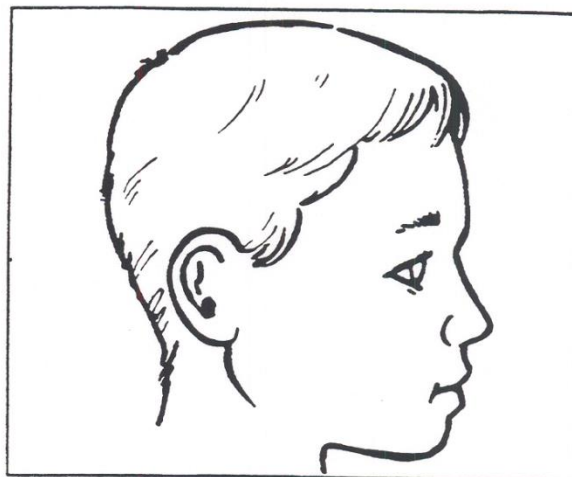
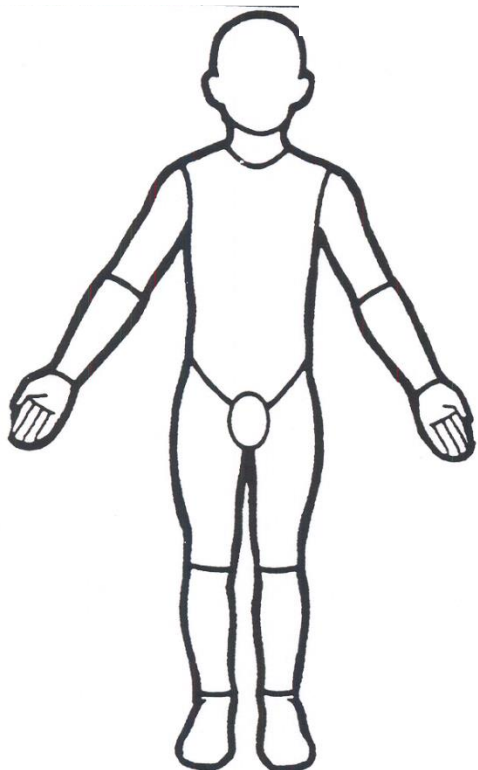
Date:

NB: If additional space is required to note details of conversations etc. please continue using the form in appendix 3.

Young Child



Older Child





Appendix 5

SAFEGUARDING AND CASE RECORDING

Introduction

Good recording keeping is an essential part of the work at The King's House School, Windsor and essential to ensure that the needs of individual students are met.

Under the Data Protection Act, pupils have a right to see the personal information held on them and parents are entitled to see their child's file, subject to certain legal exemptions. To facilitate and serve these purposes records should use clear straightforward language, be concise, and be accurate not only in fact, but also in differentiating between opinion, judgement and hypothesis.

Good record keeping is an integral part of good practice and an important part of the accountability of professionals to service users.

It is therefore vital that school staff and other professionals keep accurate and detailed records, especially when there is any concern relating to safeguarding and child protection matters.

General Recording

There are already a number of procedures and guidance documents in place in respect of a variety of areas connected with safeguarding children and young people, for example the Local Safeguarding Partners' Procedure, and our School's safeguarding policy.

An individual member of staff/volunteer in school may have a concern about a particular child, but not feel that it is important enough to act upon. That concern may stay in the back of the person's mind and increase anxiety. The child may then be left vulnerable or at risk without anyone else being aware. The concern needs to be recorded in a factual manner relating exactly what has been said, witnessed or overheard to cause concern. The information and responsibility for action should be handed on to the Designated Safeguarding Lead or Deputy. The staff member is then freed from this anxiety, but would be required to discuss any further concerns should they arise.



If these small concerns are not recorded and passed to a central source, i.e. the Designated Safeguarding Lead, it is possible that an incomplete picture of a particular child may be held by a number of staff/volunteers. If the information is recorded and collated the Designated Safeguarding Lead may find that a more worrying picture was emerging. They should be in a position to build up the 'jigsaw' and can only do so if all the pieces are shared - if all members of staff/volunteers record and share their concerns.

It is therefore essential that these procedures are followed for recording any concerns that a member of staff/volunteer has about a child in respect of child protection/safeguarding.

Each staff member/volunteer is expected to know:

- The name of the person with whom the concern should be shared;
- How the concern should be recorded ;
- Where the record of any concern is stored;
- The name of the person who is responsible for checking/monitoring these to ensure that appropriate action is taken.

A chronology is a useful format for recording multiple concerns and enables the Designated Safeguarding Lead to see a clearer picture. This would also be useful when sharing concerns with parents/carers or to attach it to any referral to Children's Social Care.

Pupil Record File

For the majority of children and young people the contents of their pupil record will never be needed for anything other than assessment and report writing. However, when needed to take appropriate action following any concerns it is vitally important that the contents can be relied upon.

Experience has shown that information in pupil's record file is seldom secured in a chronological order. Therefore, if information falls out of a file or if the file is dropped the contents can become very muddled. Good practice would be to secure the contents with a securing device.

A message from a parent/carer to school may not immediately be put into a pupil's record file but is nevertheless part of that pupil's record. Messages from parents/carers should always be clearly recorded, see the form below, stating:

- Who the message is from;
- If the message was delivered in person or by telephone;
- Date and time of message;
- Reason for and content of the message;
- It should be signed by the person taking the message or making the contact.

Letters, notes or emails should be shared with the Designated Safeguarding Lead directly if necessary and filed appropriately.

If the pupil is said to be ill, enquiries should be made about the nature of the illness. If the pupil is said to have been taken to the doctor or the hospital, enquiries should be made about when and which hospital and an appointment card requested where appropriate.

In the same way, if a pupil is ill in school and it is necessary to send the pupil home the Illness Record should be completed stating:

- The nature of illness and symptoms i.e. 'John says he has a headache' or 'Mary complained of a tummy ache' rather than 'unwell';
- The name of parent/carer who was contacted and the time;
- Where possible, the name of the person who collected the pupil from school;
- The name of the person making the contact and the date.

In addition to the above, in each class there is a book labelled where small incidents/issues are recorded and these are monitored by the class teacher and where necessary brought to the attention of the Designated Safeguarding Lead. These could include things like:

- Mary looked tired today
- John did not want to go out to play today etc.

If it is necessary to put a piece of academic work into the record file it is important that it is dated. There should be some explanation given of the task set and any comments/behaviour by the pupil as they did the work.



Letters to Other Agencies/Services

From time to time requests are made for information supporting a particular referral, for example for medical treatment. On such occasion the letter should be addressed to a named individual or department but never 'To whom it may concern'. If this is needed as evidence at a later date it cannot be sure who the recipient was if it has not been addressed correctly. Information Sharing, Practice guidance for practitioners and their managers is a useful source of help when deciding what information to share with other agencies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Conclusion

It is evident that **'keeping children and young people safe is everybody's business'** and therefore can only be achieved if we are all aware and vigilant. It is therefore essential for all members of staff and volunteers that have contact with children and young people to have appropriate safeguarding training and to be aware of the procedures that are in place.

No concern is too small to be reported and recorded. It is important not to think 'what if I am wrong' but to think **instead 'what if I am right and I keep the information/concern to myself'**. It is also important to ensure that in your absence your notes reflect your concerns in such a way that they can be acted upon.

In the past tragedies have occurred nationally where concerns have not been acted upon appropriately or recorded properly. The procedures in this document are meticulous and are designed to eliminate mistakes and oversights, to protect children and young people from harm; also to protect staff and prevent them being the subject of an investigation in respect of a safeguarding matter. Once embedded in our practice they will become second nature and not an onerous task.



Appendix 6

Information Leaflet for visiting staff regarding Safeguarding

WELCOME to Kings House School, Windsor

Trust statement

As a School we strive to provide a safe and caring environment for children and young people under 11 years of age (CYP). We recognise that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. We are alert to the signs of abuse and neglect and follow our internal procedures to ensure that pupils receive effective support, protection and justice.

While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable. Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- Have a bruise, burn or injury that seems suspicious;
- Show signs of pain or discomfort;
- Be unnaturally passive or withdrawn;
- Be unpredictable and challenging;
- Seem anxious, fearful or distressed;
- Provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way, you must speak to the Designated Safeguarding Lead (DSL) before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a pupil's immediate safety, notify the nearest senior member of staff and tell them why you are concerned so that a senior member of staff can make a referral to children's social care and/or police



You should complete a 'Safeguarding Record of Concern' form (Appendix 2 or 3) and hand it to the DSL or Deputy or to a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form. If you have any questions or wish to see our Safeguarding Children policy, please contact the DSL.



Appendix 7

FILE NOTE OF CONTACT

Telephone call to/from
Visit to school/office
(Please delete as appropriate)

Name of Pupil:

Date and time of contact:

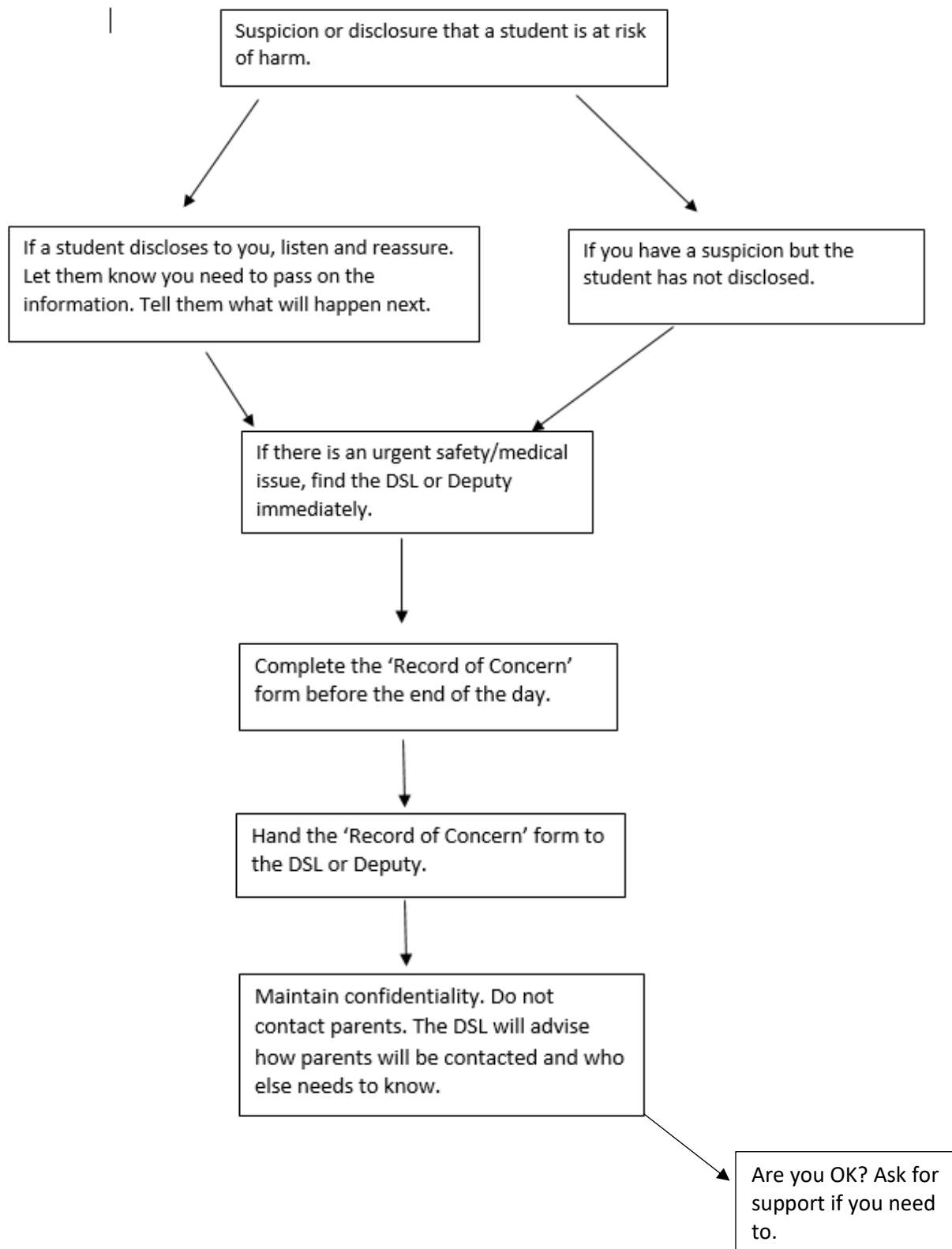
Contact with:

Name:

Signed

Appendix 8 Staff Action Flow Chart

Staff action flow chart





Appendix 9 Guidance Sheets for Specific Safeguarding Issues (For more information see Annex B of Keeping Children Safe in Education 2023)

Guidance sheet 1 Honour based abuse including Female genital mutilation FGM (sometimes referred to as female circumcision) forced marriage and other practices such as breast ironing

“Honour based” abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of “honour based” abuse are abuse (regardless of the motivation) and should be reported to the Designated Safeguarding Lead. If in any doubt staff should still discuss these with the DSL. All staff need to be alert to the possibility of a child being at risk of, or having already suffered “honour based” abuse.

Female Genital Mutilation (FGM) Description:

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Our safeguarding children policy will be followed and relevant referrals will be made if any concern is raised.

Legislation

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crimes Act 2015) places a statutory duty on teachers in England and Wales to report to the police where they discover (either by disclosure by the victim or visual evidence)

In the course of their work in the profession that an act of female genital mutilation appears to have been carried out on a girl under the age of 18. Failing to report this will lead to disciplinary sanctions.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Risk factors and warning signs for FGM, these will be investigated by DSL and/or Deputy and are as follows:



A girl that confides that she is to have a 'special procedure' or to attend a special occasion to 'become a woman' or who requests help from a teacher or another adult if she is aware or suspects that she is at immediate risk;

Parents state that they or a relative will take the child out of the country for a prolonged period or a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;

A member of staff may hear reference to FGM in conversation, for example a girl may tell other children about it;

Any girl withdrawn from Personal, Social and Health Education who may be at risk as a result of her parents wishing to keep her uninformed about her body and rights;

Prolonged or repeated absences from school or a prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM;

A girl who may have difficulty walking, sitting or standing for any period of time without any reasonable medical explanation and evidence or a girl who may spend longer than normal in the toilet or who may spend long periods of time away from a classroom during the day with bladder or menstrual problems and present for medical/first aid for assistance or medication.

Response:

Any pupil who has been affected by FGM will be referred, with their consent, for appropriate medical help, counselling and local and national support groups. This will be treated as a child protection case and all relevant procedures must be followed.

For further information:

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

www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) give full and free consent to the marriage and pressure or abuse is used.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking wages or not giving any money) can also be a factor. Some communities use religion and culture as a way of coercing a person into marriage.

Legislation

Forcing a person into a marriage is a crime in England and Wales <http://www.legislation.gov.uk/ukpga/2014/12/contents/enacted>.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial "marriages" as well as legal marriages.

Risk factors and signs that may be indicators of forced marriage are as follows:

A pupil who appears anxious, depressed and emotionally withdrawn with low self-esteem and lack of peer relationships;

Pupils who may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;

Pupils who may also present with a sudden decline in their performance, aspirations or motivation;

Pupils who have older siblings who have been subject to forced marriage.

Response

If concerns are raised with regards to forced marriage, these will be investigated by a DSL/Deputy and relevant referrals will be made as necessary. The student will be referred for help and support as required and encouraged to access appropriate advice, information and support. This must be treated as a child protection case and all relevant procedures must be followed.

For further information:

Refer to the Forced Marriage Unit Multi - agency Practice Guidelines: Handling Cases of Forced Marriage Pages 75-80



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1061641/Forced_marriage_guidance_17.03.22_FINAL.pdf

and Multi-agency statutory guidance for dealing with forced marriage “The right to choose: government guidance on forced marriage – GOV.UK <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible> which can be found at www.gov.uk

Advice can be obtained by contacting the Forced Marriage Unit on 020 7008 0151 or email FMU@fcdo.gov.uk



Guidance sheet 2 Sexting

Sexting is defined as images or videos that are generated by children under the age of 18 years or of children under the age of 18 years that are of a sexual nature or are indecent. This includes sharing nude and semi-nude images and/or videos.

Legislation

Section 1 of the Children Act 1978 and section 160 Criminal Justice Act 1988 show that young people who are involved in taking or sharing sexual pictures or videos may be committing a criminal offence. Under this legislation, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- Make an indecent photograph which would include downloading or opening an image that has been sent via email;
- Distribute or show/share such an image;
- Possess with the intention of distributing any such image/s;
- Advertise and possess such images.

New updated advice became available for DSLs, their deputies and senior leadership teams: 'Sexting in schools and colleges: Responding to incidents and safeguarding young people.' This has been produced in partnership with many organisations working with children and the National Police Chief's Council.

From January 2016 if a young person is found creating or sharing explicit images or videos the police can choose to record that a crime has been committed.

The KHSW Safeguarding Policy will be followed for all reported cases and relevant referrals will be made as necessary by the DSL or Deputy.

Advice and guidance will also be given to other pupils and their families if they have been impacted in any way directly or indirectly by sexting.

Further information

www.Thinkuknow.co.uk/teachers and www.ceop.police.uk/safety-centre

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>



<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
[tps://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/)



Guidance sheet 3 Pornography

Legislation

Obscene Publications Acts 1959 and 1964

The Criminal Justice and Immigration Act 2008, section 63-67 The Protection of Children Act 1978

Section 160 of the Criminal Justice Act 1988

Description from the Crown Prosecution Service

It is a serious criminal offence to be in possession of child (under the age of 18) pornography or material that depicts acts which threaten a person's life or could result in serious injury, is extremely offensive, disgusting or otherwise obscene. Whilst consensual image sharing of nudes and semi-nudes between older children of the same age may not be abusive, children need to know it is illegal and non-consensual sharing is both illegal and abusive. More information is available at <https://ineqe.com/2021/01/13/ukcis/>

Impact

Significant proportions of children and young people have access to pornography or are exposed to it through magazines and books but the internet is now the dominant method of accessing pornographic pictures and videos.

Pornography has been linked to risky behaviour in young people and maladaptive attitudes in relationships and these can lead to various negative outcomes for young people.

Response

KHSW places an emphasis on the importance of developing healthy, respectful, positive relationships and this will be encouraged in all areas of school life and experience and curriculum. It is also vital that parents understand their responsibilities affording greater awareness and protection at home on all electronic devices. We are committed to working with families to ensure that we can help build resilience in our pupils and strengthen the relationships which will help them to make good decisions.

Concerns regarding young people and pornography should be referred to the relevant DSL or Deputy. They will be investigated and dealt with in-line with our safeguarding policy and behaviour policy.

For further information on pornography and revenge pornography please see:

<http://www.fpa.org.uk/factsheets/law-on-sex#pornography>

http://www.cps.gov.uk/legal/p_to_r/revenge_pornography/



Guidance sheet 4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) gangs, serious violence and county lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect both male and female children and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Different forms of harm often overlap and children can be subject to multiple forms of abuse.

Keeping Children Safe in Education 2023 defines sexual exploitation as,

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

It can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. It can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, and are especially important for identifying and preventing child sexual exploitation.

Legislation

Sexual Offence Act 2003

In 2011, the DFE published Tackling Child Sexual Exploitation: Action Plan and the Home Office published a strategy to end violence against women and girls.

Serious Crime Act 2015

Anti-social Behaviour, Crime and Policing Act 2014

Child sexual exploitation is illegal activity by people who have power over young people and use it to sexually abuse them. This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime.

Risk factors and Indicators

Children and young people that are the victims of sexual exploitation often do not recognise that they are being exploited. However, there are a number of tell-tale signs that a child may be being groomed for sexual exploitation or experiencing criminal exploitation

These include:

- Underage sexual activity;
- Going to hotels or other unusual locations to meet friends;
- Going missing from home or care or regularly come home late;
- Truancy or opting out of education altogether;
- Changes in the way they dress;
- Having older boyfriends or girlfriends;
- Getting in and out of cars driven by unknown adults;
- Associating with young people involved in sexual exploitation;
- Recruiting other young people to exploitative situations;
- Receiving gifts from unknown sources;
- Having multiple mobile phones and worrying about losing contact via mobile;
- Mood swings, volatile behaviour, emotional distress, self-harm or thoughts of suicide;
- Drug or alcohol misuse;
- Getting involved in crime;
- Suffering physical injuries or sexually transmitted infections;
- Unwanted pregnancies;
- Displaying inappropriate sexualised behaviour.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices (Jago et al, 2011). This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them (Barnardo's, 2012).



Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance; Child sexual exploitation: guide for practitioners <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Multi agency practice principles can be found at www.tce.researchinpractice.org.uk <https://tce.researchinpractice.org.uk/>

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, changing friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs. All staff should be aware of the risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery and understand the measures in place to manage these.

Advice for schools is provided in the Home Offices "Preventing Youth Violence and Gang Involvement" and its "Criminal Exploitation of children and vulnerable adults: county lines" guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Child criminal exploitation -

Criminal exploitation of children is a geographically widespread form of harm where children are forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can be forced or manipulated into committing vehicle crime or threatening / committing serious violence to others.

In the case of county lines, gangs and organised criminal networks are involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal lines". This activity

can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money.

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

The experience of girls who are criminally exploited can be very different to that of boys, and whilst the indicators of the exploitation maybe different girls are at risk as well as boys. Both boys and girls being criminally exploited maybe at higher risk of sexual exploitation.

Identifying potential involvement in county lines is by identifying children:

- With missing episodes and being subsequently found in areas away from home, when the victim may have been trafficked to transport drugs
- who have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as “plugging”, where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a “trap house or cuckoo in” or hotel room where there is drug activity
- Owe a “debt bond” to their exploiters
- Have their bank accounts used to facilitate drug dealing

More information can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839253/moj-county-lines-practical-guidance-frontline-practitionerspdf.pdf

In this case a referral to the National Referral Mechanism should be considered

Child sexual exploitation can have a devastating impact on a victim's health, happiness and development. It can also have profound long-term effects on young people's social integration and economic well-being and adversely affects life chances. Some of the difficulties faced by victims include:

- Isolation from family and friends;
- Teenage parenthood;
- Failing examinations or dropping out of education altogether;
- Unemployment;
- Mental health problems;
- Suicide attempts;
- Alcohol and drug addiction;
- Aggressive behaviour;
- Criminal activity.

(PACE, 2013; Safe and Sound, 2013; Berelowitz, 2012).

Response

Young victims may need intensive multi-agency support to mitigate the long-term damage inflicted by this abuse. Relevant referrals will be made as required such as to the specialist NSPCC, Protect and Respect Service.

- The NSPCC Protect and Respect service is open to all young people, both boys and girls, aged 11-19 years who have been affected by, or are vulnerable to, child sexual exploitation (CSE). Referral criteria are based on concerns which indicate CSE such as truancing; going missing; sexually explicit texting; gang association; and disclosures or rumours of abuse. The service also specifically supports young people who have been separated or trafficked for sexual exploitation either within the UK, or into the UK from overseas.
- All concerns must be passed on to a DSL or Deputy and KHSW Safeguarding Children Policy will be followed in these cases.

For further information:

- www.nspcc.org.uk, www.ceop.police.uk, www.thinkuknow.co.uk
- Child sexual exploitation: guide for practitioners



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

- County Lines Toolkit for Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>
- Harmful Sexual Behaviour Support Service SWGfl
<https://swgfl.org.uk/harmful-sexual-behaviour-support-service/>

Guidance sheet 5 Domestic violence and abuse:

Domestic violence and abuse can encompass a wide range of behaviours and maybe any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional

Children and young people can be victims of domestic abuse both in the context of their home life where domestic abuse occurs between parents or careers, but also within their own intimate personal relationships. In the home they may see, hear or experience the effects of abuse at home. All types of domestic abuse and violence can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

Controlling behaviour

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

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.

The changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse.

By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic violence disclosure scheme

The Domestic Violence Disclosure Scheme (DVDS) which was often referred to as “Clare’s Law” was rolled out across all 43 police forces in England Wales on 8 March 2014.

The National roll-out followed the successful completion of a 14 month pilot in 2012-13.

The DVDS recognises two procedures for disclosing information. The first (“right to ask”) is triggered by a member of the public applying to the police for a disclosure.

The second (“right to know”) is triggered by the police making a proactive decision to disclose information to protect a potential victim.

A paper was also launched outlining guiding principles to tackle violence against women and girls.

Role of Independent Domestic Violence Advisers IDVAs

IDVAs help keep victims and their children safe from harm from violent partners or family.

Serving as a victim’s primary point of contact, IDVAs normally work with their clients from the point of crisis, to assess the level of risk. They:

- Discuss the range of suitable options;
- Develop plans for immediate safety - including practical steps for victims to protect themselves and their children;
- Develop plans for longer-term safety;
- Represent their clients at the MARAC;
- Help apply sanctions and remedies available through the criminal and civil courts, including housing options.

These plans address immediate safety, including practical steps for victims to protect themselves and their children, as well as longer-term solutions.

MARAC - multi-agency risk assessment conference

The role of MARAC coordinators and administrators is to:

- Help to establish communication between all parties;
- Give information to partner agencies about the MARAC process, where appropriate;
- Work with the chair to identify agency gaps;
- Establish links with these agencies to enable them to take part in the MARAC;
- Contact any of the following organisations to get help and advice about domestic abuse.

English National Domestic Violence Helpline

0808 2000 247

www.nationaldomesticviolencehelpline.org.uk

National Centre for Domestic Violence



0844 8044 999

www.ncdv.org.uk/

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

<https://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

NB: The school has signed up to Operation Encompass. As part of this Thames Valley Police produces and sends each school a notification if one of their pupils is recorded as witnessing a domestic incident by the police each morning. The purpose of these notifications is to alert schools that a pupil may need additional welfare support if witnessing Domestic Abuse has had an adverse impact on them. If significant concerns are identified, existing safeguarding procedures should be followed.

The notification process does not replace existing safeguarding and information sharing processes, but is designed to complement the current practices.

Operation Encompass also runs a Teachers' Helpline, available for all education staff to speak in confidence with an educational or clinical psychologist about how best to support children in their setting who may be experiencing domestic abuse. The Helpline is available on 0204 523 9990 and is open from 8am to 1pm, Monday to Friday, term-time.

Guidance sheet 6 Violence against women and girls

The term 'violence against women and girls' refers to acts of violence or abuse that we know disproportionately affect women and girls. Crimes and behaviour covered by this term include rape and other sexual offences, domestic abuse (details about domestic violence and abuse can be found in Guidance Sheet 5), stalking, 'honour'-based abuse (including female genital mutilation forced marriage, and 'honour' killings which are covered in more detail in Guidance Sheet 1), as well as many others, including offences committed online. While we use the term 'violence against women and girls', throughout this Strategy, this refers to all victims of any of these offences. The government strategy to tackle violence against women and girls can be found at:

<https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy> <https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy>

“Following the recent enactment of our ground breaking Domestic Abuse Act 2021, this Strategy and our forthcoming complementary strategy on domestic abuse provide a ‘once in a generation’ opportunity to reduce the prevalence of violence against women and girls, and improve the support and response for victims and survivors. Our ambition is:

- Firstly, to increase support for victims and survivors, through ensuring they have access to quality support appropriate to their needs (as measured through increased funded support services);
- Secondly, building on increases we have seen in reporting to the police for some of these crimes, we want an increase in the number of perpetrators brought to justice (including for rape and other sexual offences, domestic abuse, stalking and harassment, and 'honour'-based abuse including female genital mutilation and forced marriage). This will be measured via police recorded crime and court data. In addition, given the under-reporting of these crimes, the Government wants to see an increase in reporting to the police (as measured by Crime Survey for England and Wales and police recorded crime) and increased victim engagement with the police and wider public service response. We specifically want to reduce the proportion of victims of these crimes withdrawing from criminal justice proceedings and increase public confidence in the system (measured by police recorded crime and criminal justice agency reporting data); and

- Thirdly, the Government's long-term fundamental ambition must be nothing less than to reduce the prevalence of violence against women and girls. We will achieve this by preventing more of these crimes in the first place and by identifying more of the crimes that we do not prevent. In the long term, we want to see a decrease in the number of victims experiencing these crimes in each year (measured through reporting in the Crime Survey in England and Wales, which includes information on the prevalence of crimes such as rape and other sexual offences and stalking).

This Strategy sets out a cross-Government approach with an ambitious package of activity to help achieve this ambition and ensure everyone plays their part in preventing and identifying these crimes, creating the safety that we all deserve. Everyone has the right to go about their lawful business and not be subject to violence or other criminality. This Strategy complements wider work across Government to tackle other key priorities, including homicide, serious violence, and neighbourhood crime.”

The Modern Slavery Act was introduced and rolled out Domestic Violence Protection Orders (DVPOs) and the Domestic Violence Disclosure Scheme (DVDS).

There are also FGM Protection Orders and an FGM mandatory reporting duty and strengthened measures to manage sex offenders or those who pose a risk of sexual harm. Gender based issues can be prevalent when dealing with child on child abuse and this can include girls and boys being sexually touched or assaulted or be subject to initiation/hazing type violence.



Guidance sheet 7 Child on Child abuse

Staff should be aware of the potential for any child to abuse other children known as child on child abuse. It is most likely to include, but may not be limited to;

- bullying (including cyber, prejudice based and discriminatory bullying)
- abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault, (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment (unwanted conduct of a sexual nature) such as sexual comments, remarks, jokes, physical behaviour such as deliberately brushing against someone or interfering with their clothes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting
- Initiation / hazing type violence and rituals

It can occur both inside and outside of the school.

There are four key definitions of child on child abuse:

- Domestic abuse - young people who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships, as well as family relationships.

- Child sexual exploitation - those under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations, by a person of any age, including another young person.
- Serious youth violence - any offence of most serious violence or weapon enabled crime, where the victim is aged 19 or younger, e.g. wounding with intent, rape, murder and grievous bodily harm.
- Harmful sexual behaviour - young people displaying sexual behaviours that are outside of developmentally 'normative' parameters. This also includes Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm is now a criminal offence. It also includes consensual and non-consensual sharing of nude and semi-nude images and/or videos, causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party and initiation / hazing type violence and rituals.

Consent

With reference to sexual violence a child under the age of 13 can never consent to any sexual activity. Consent is about having the freedom and capacity to choose. It can be given to one sort of sexual activity but not another, can be withdrawn at any time and each time activity occurs.

Child on child abuse: the facts (source Hub4leaders.co.uk 2017)

- Rates of violence are higher for girls in England than in any other country.
- 1 in 3 girls have experienced sexual violence from a partner before they turn 18 years old.
 - 4 in 10 teenage girls have experienced sexual coercion when they have been aged between 13 and 17 years old.
- One in five girls in England have suffered physical violence from their boyfriend.
- 48 percent of girls have experienced instances of emotional and online abuse from their partners.
- Young people have reported that physical, sexual and emotional abusing, as well as being abused by their peers, is a means of survival in gang affected neighbourhoods.
- Two thirds of contact sexual abuse experienced by children under the age of 17 was perpetrated by someone under 18 years old.

- Almost a third of girls aged between 16 and 18 years old have been subjected to unwanted sexual touching in UK schools.

Who does it affect?

- Girls and young women are more frequently identified as those who are abused by their peers, reporting it as having a negative impact on their lives.
- Boys and young men are more likely to be identified as perpetrators, and less likely to say that partner abuse impacts them negatively.
- Child on child abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older; however, cases of eight year olds being abused, and inflicting abuse, have been reported.
- Children with intra-familial abuse in their histories, or those living with domestic abuse, are more vulnerable to child on child abuse.
- Children in care, or those that have experienced bereavement, are more at risk of abusing, or being abused by other children.
- Black and minority ethnic children are often under-identified as victims, and are over-identified as perpetrators instead.

Ofsted's Review of sexual abuse in schools and colleges 2021, revealed how prevalent sexual harassment and online sexual abuse is for children and young people and that they are so widespread that they need addressing for all children and young people

The Women and Equalities Committee (WEC) state that a number of large-scale surveys found that girls are consistently reporting high levels of sexual harassment and sexual violence in schools and colleges

Girlguiding's Girls' 2021 survey found 67% of girls and young women aged 13-18 surveyed have experienced sexual harassment at school from another student, and that 29% first experienced sexual harassment when they were just 11-13 years old

Key findings from the NSPCC learning statistics on Harmful Sexual Behaviour

- There is some cross-over between online and offline HSB and between child sexual exploitation and HSB.
- Harmful sexual behaviour is most commonly identified in adolescent boys, but girls and younger children can also exhibit HSB.
- A significant proportion of children who display HSB also have a learning disability.

- The majority of children who display HSB have themselves experienced trauma, including abuse or neglect.
- The majority of children and young people displaying HSB do not become sexual offenders as adults.
- Young people who display HSB often experience other emotional, behavioural and peer related difficulties.

What are the impacts of abuse on a child?

Child on child abuse can manifest itself and impact a child in many ways, including, but not limited to, the following:

- Causing physical injuries
- Encouraging drug and alcohol abuse
- Going missing/running away
- Compromising their sexual health
- Committing criminal offences
- Disengaging from school
- Affecting their mental health and emotional wellbeing

How do we identify abuse?

To an extent, there is no clear boundary between incidents that should be regarded as child on child abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member's professional judgement plays a vital role in the identification process. It may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power between the people involved.
- The perpetrator(s) has/have repeatedly tried to harm one or more people.
- There are concerns about the intention of the alleged perpetrator(s). If it is believed that the perpetrator(s) intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

What should you do after identifying abuse?

The initial response to a report of abuse, particularly sexual violence or sexual harassment is very important. How the school responds can encourage or undermine the confidence of future victims to come forward. Any professional who feels that a child has abused another child should notify the designated safeguarding lead immediately, including if the incident of abuse takes place off the school premises, although any member can make a referral to a children's social care or the NSPCC.

When assessing the situation the DSL should take into reasonable account the wishes of the victim in terms of how they wish any investigation to proceed and what support they would like. Proximity between the victim and the perpetrator(s) needs consideration and appropriate action taken to provide separation where appropriate. In the case of intra familial harm the need for support for siblings following incidents needs consideration.

The DSL will need to consider which of the following 4 options are most appropriate for each individual case;

- Manage internally
- Early help
- Referral to children's social care
- Referral to the police

These options do not need to be mutually exclusive. The DSL could decide to manage internally whilst seeking early help for the victim and or perpetrator.

Managing internally

In some cases such as one-off incidents, the DSL may take the view that the children concerned are not in need of early help or that referrals are not appropriate. A zero tolerance approach should still underpin the response and all concerns, discussions, decisions and rationale recorded.

Early Help

The DSL may decide the children involved would benefit from early help. Early help is more effective in promoting the welfare of children than reacting later. It can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Early help can be sought together with managing internally. As above a zero

tolerance approach should still underpin the response and all concerns, discussions, decisions and rationale recorded.

Referral to children's social care

If a child has been harmed, is at risk of harm or is in immediate danger a referral to children's social care will be made. Parents will be informed unless this would put the child at additional risk, in which case this decision will be made with the support of children's social care.

The concern should be recorded in the school's child protection concerns record, (See appendix 10 for recording allegations of child on child abuse) along with any further details or outcomes and should be made in accordance with the referral threshold set by the Local Safeguarding Partners. After the referral has been made children's social care will make enquiries to determine whether any child(ren) are in need of protection. The DSL will protect the victim and other children in the school and work with them to ensure any actions the school takes do not jeopardise a statutory investigation. Children's social care may set up a strategy discussion with the relevant referring agency, and where necessary the police, youth offending service or sexually harmful behaviour team. This discussion will consider:

- Whether the perpetrator(s) pose a continuing risk to any child.
- How to protect any child at immediate risk of significant harm.
- Whether a section 47 enquiry should be made and how it should be handled.
- What action should be taken in respect of the alleged perpetrator(s), such as arranging a risk management meeting. A section 47 enquiry is initiated if a child is taken into police protection, is the subject of an emergency protection order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm. It is not appropriate to initiate a section 47 enquiry unless the perpetrator(s) is/are continuously at risk of causing harm. Any action taken in respect of the perpetrator(s) will be based on the risk they pose to other children and what actions can be taken to minimise this risk. If the perpetrator(s) is/are over 10 years old, consideration will be given to whether action under the criminal justice system is appropriate.

An assessment of the perpetrators' needs will be carried out, taking into consideration:

- The nature, extent and context of the abusive behaviour.
- The child's development, family and social circumstances.

- Whether the child appears to pose a continuing risk, and who is likely to be at risk from him/her.

The parents/carers of all children involved will be informed of the incident and included in a strategy discussion about what will happen next. A risk assessment will be considered at this time in order to protect all parties involved, as well as arrangements for a safety plan. Any investigation will be led by the police or social care team, unless thresholds for these services are not met, in which case the school will undertake a thorough investigation.

Referral to the police

If the concern indicates that a potential crime has taken place, it will be necessary to call the police in parallel with referral to children's social care. Where a report of rape, assault by penetration, or sexual assault is made this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach. When a case has been reported to the police the school will agree with the police what information can be disclosed to staff and others, the alleged perpetrator(s) and their parents. They should also discuss the best way to protect the victim and their anonymity.

As with referrals to children's social care parents will be informed unless this would put the child at additional risk or there are other compelling reasons not to. In circumstances where parents and careers are not informed the school will ensure they support the child in any decisions they take with the support of children's social care and any appropriate specialist agencies.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrators the DSL will work closely with the police to ensure any actions by the school do not jeopardise the police investigation.

What action do we take to support the victim?

During the strategy discussion it is important to consider what action is necessary to ensure the immediate safety of the victim, and what further enquiries are required to assess any further risk. If the victim is still at risk of harm, a child protection conference may be arranged during the strategy discussion. A child protection conference may conclude that

the victim is not in need of a child protection plan, but may be in need of support to address any issues arising from the abuse, e.g. the school may need to provide a counselling service to help with the victim's anxiety following an incident of abuse. If the victim and perpetrator(s) are members of the same family/household, before making any arrangements to return the perpetrator(s) to the family/household, it is critical to ensure that the victim's views have been heard and that they feel safe. A safety plan may be implemented, in order to ensure that the victim is suitably protected from the incident reoccurring; this is often achieved by ensuring the children involved in the incident are separated.

What action do we take to support the perpetrator(s)?

As some pupils who abuse will have been abused themselves it is important to consider their needs too. Following the investigation set out above this should be identified, together with the risk of the perpetrator(s) abusing further. It may be decided that their needs should be considered as part of a child protection conference. Whatever the outcome of the investigation there needs to be consideration of what further help and support is needed for the perpetrator(s) and to ensure they understand that the law on child on child abuse is there to protect them rather than criminalise them.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system KHSW will seek to protect the anonymity of those involved, offer support to those who were witnesses and those involved in the criminal process.

How can abuse be prevented?

All staff should have an attitude that "it could happen here".

All pupils and members of staff have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken. In order for this to happen, 'ground rules' will be set during the pupil induction process, to ensure that pupils are aware of:

- How they are expected to behave in accordance with the school's Code of Conduct.
- What constitutes as abuse.
- How any incidents of abuse will be addressed by the school.
- The importance of adhering to fundamental British values. The school will minimise the risk of allegations against other pupils by providing the following:
 - Life & Living (PHSE) as part of the curriculum

- An effective pastoral system for pupils to raise concerns with staff
- A robust risk assessment for pupils that are identified as posing a potential risk
- Appropriate targeted work for pupils identified as being at a potential risk

What's next?

Once an incident of child on child abuse has been reported, (See appendix 10 for recording allegations of child on child abuse) the pupil in question will be monitored and their case reviewed on a regular basis. (See Appendix 11 for a Safety Plan template) It is important to keep in mind that a single incident of abuse does not indicate that a child is likely to abuse again, and that some children who abuse others have been abused themselves; however, this cannot be assumed in any particular case.

In the event of a case of abuse, the needs of the victim and the needs of the perpetrator(s) must be considered separately. Please refer to the following:

Part 5, KCSIE, Department of Education 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Crown Prosecution Service, Children as victims and witnesses

<https://www.cps.gov.uk/legal-guidance/children-victims-and-witnesses>

The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with or related to sexual offending <https://www.nota.co.uk/>

Guidance sheet 8 Faith Abuse and radicalisation

There are some common features where faith or belief is a factor in abuse. Firstly, there is sometimes a wider social or community consensus that witchcraft, for example, actually exists. Sometimes a faith leader or other influential figure is at the centre, promoting the belief and methods of resolving the supposed problem by harming children

Parents or carers have also been key perpetrators in many of the known cases.

This can make the abuse harder to find out about, harder to get evidence to prosecute and harder to prevent in future

There is also the internal logic of the belief, which in the case of spirit possession, for example, is that the child is the victim of a supernatural force and the abuse is therefore understood by perpetrators as a means of saving the child driving out the devil in other words perpetrators may perversely believe that they are doing the right thing. Even where there is no intention to save the child, the belief that the child can harm others can generate a real fear in those who would normally be expected to protect the child, including parents or close family. This fear that a child may cause harm to, or kill, siblings, parents and other family or friends can be a critical factor in the abuse.

In some cases there are also real world factors underlying the abuse.

This is sometimes described as the scapegoating of children to reconcile misfortune that has occurred to the family or community, such as an adult family member becoming unemployed or being in poverty. In these situations, those who are different because they have some special traits (such as being particularly bright, having difficult behaviour, having a disability or children living away from their parents) are the target of scapegoating, being accused of having caused the misfortune by supernatural means. The most vulnerable people within a group offer the least ability to resist being scapegoated, and children are a group who are inherently vulnerable, needing protection from adults around them.

The approach to tackling this kind of abuse must be focused, as with all kinds of child abuse, on keeping the child safe and on bringing the perpetrators to justice, but it must also involve emotional and intellectual engagement with those individuals, families and in some cases faith or other communities whose belief underlies the harm.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism goes beyond terrorism and is defined under the Government definition from March 2024 as "the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- 1) negate or destroy the fundamental rights and freedoms of others; or
- 2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- 3) intentionally create a permissive environment for others to achieve the results in (1) or (2)."

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>

Examples of behaviours that could constitute the above definition of extremism are also set out in this document. The behaviour must also demonstrate the advancement of an ideology based on violence, hatred or intolerance.

Extremists often target the vulnerable - including the young- by seeking to sow divisions between communities on the basis of race, faith or denomination; , justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremists or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Prevent strategy and Duty Guidance was reviewed and revised in 2023:

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extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf

Schools have a clear responsibility to exercise their duty of care and to protect the welfare of pupils. We have a risk-based approach to the Prevent Duty to ensure that our response is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime,

racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the needs and the potential risk.

KHSW is subject to the Prevent Duty and we will ensure that we will do the following:

- Assess the risk of children being drawn into terrorism;
- Protect children and young people from being drawn into terrorism by having robust safeguarding policies;
- Ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Partners
- All staff access training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Ensure that all children are safe from terrorist and extremist material when accessing the internet in school;
Monitor all internet use and searches and challenge anything that raises cause for concern;
- Refer any young person who raises cause for concern through indicators that may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views to Prevent; <https://www.gov.uk/government/publications/channel-vulnerability-assessment>

The governments Channel Duty guidance 2023 can be found at

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extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf

Where any of these items are discovered in a search, they must never be returned to the pupil. Any weapons/items which are evidence of an offence suspected stolen goods or drugs must be passed onto the police with the relevant information. Tobacco, alcohol and fireworks will be destroyed by the school. Pornographic material will be destroyed by the school or passed on to the police if it is considered to constitute a specific offence such as extreme or child pornography.

Searches will be carried out on school premises or where staff have lawful control or charge of the pupil such as on educational visits. All searches will be carried out by an authorised member of staff in the presence of the pupil and with another member of staff present. A



pupil can be required to remove outer clothing and all areas that the pupil has control over such as lockers, mobile phones and bags can also be searched.

Parents will not be informed before a search is completed and their consent will not be sought.

Reasonable force can be used where necessary when conducting a search for items mentioned above except for the 'any other items banned by school rules'

Electronic devices:

Electronic devices can be searched for data or files if there is good reason to believe that there is inappropriate material on the device. These searches will be carried out by the DSL/Deputy with support from the KCI ICT department and under their supervision. Any images or videos can be kept as evidence but they must not be reproduced or saved to another device.

Parents will be informed where inappropriate items have been found following a search and appropriate sanctions will be established in line with the behaviour policy.

The school will confiscate, retain or dispose of this property as appropriate and as described above and will not seek consent from the pupil or parents in this matter.

KHSW can require pupils to undergo screening by walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and can do so without the consent of pupils or their parents. The school may also require pupils to undergo testing to assess the presence/use of drugs.

If a pupil refuses to be screened, the school may refuse them access to the premises under the Health and Safety legislation. The pupil must comply with the school rules and any absence would be treated as unauthorised.

Guidance Sheet 9 Trafficked Children and Modern Slavery

The official definition of child trafficking is:

The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings'.

Council of Europe Convention on Action against Trafficking in Human Beings, was ratified by the UK government in 2008.

Children can be trafficked for:

- Child sexual exploitation (see previous advice);
- Benefit fraud;
- Forced marriage;
- Domestic servitude such as cleaning, childcare, cooking;
- Forced labour in factories or agriculture;
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this isn't always the case - in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011).

Traffickers may promise children education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing - for example sorting out the child's documentation prior to travel or organising transportation.

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking - a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

For more information please see



<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/>

For more information on the signs someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993172/Modern_Slavery_Statutory_Guidance_EW_Non-Statutory_Guidance_SNI_v2.3.pdf

Appendix 10 - Child on child abuse recording form template

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the Designated Safeguarding Lead. This template can be used each time there is an incident of concerning sexual behaviour.

BEHAVIOUR RECORDING FORM NUMBER:		
Details of child/young person		
Name:		
DOB:		
Any specific vulnerabilities:		
Any other behavioural concerns:		
Any other previous incidents of sexualised behaviour:		
Details of the Incident: <i>Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe the child's/children's words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.</i>		
Other significant factors: <i>Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.</i>		
Power imbalances:		

Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.

*Reaction of the children/young people involved in the incident:
Describe individually for all children involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility.
Anonymise where necessary when attaching the recording to an individual's school records.*

*Behaviour management:
How was behaviour addressed in the immediacy? Was SDSE used/discussed?
How will the behaviour be addressed in the future, e.g. whole class/school response - PANTS, pastoral support?
Report/referral to other agencies, including social care.
What support will be offered if necessary to the children/young people involved?*

*Reaction of parents/carers:
Record individually the parents/carers' reactions for each child - you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time. Supportive/concerned/caring/rejecting/angry/shocked.
Have they similar concerns at home?
Anonymise where necessary when attaching the recording to an individual's school records.*



Completed by:		Date:	

Appendix 11 - Safety plan template

This safety plan should be completed with professionals who support the child and their family.

The child should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any children impacted by harmful sexual behaviour should be understood and facilitated wherever possible. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
1 Background information	
<p>1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community: <i>Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'. Was there use of force/coercion/planning/secretcy? Record relationship and potential power differentials between any children involved and all children's responses. Is behaviour frequent or has it escalated in severity?</i></p>	
School:	

Home:

Community:

**1.2 Provide an overview of other behaviour concerns:
Such as bullying, violence, disruptive behaviour.**

**1.3 Other relevant factors:
Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.**

**1.4 What interventions/consequences are already in place or have taken place:
Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.**

**1.5 Child's views regarding their sexual behaviour and other behavioural concerns:
Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc.?**

<p>1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns: <i>Are they angry, rejecting, supportive, minimising, or concerned?</i></p>
<p>2 Identifying risks</p>
<p>2.1 Record any known triggers to the behaviour: <i>Particular lessons, activities, peers, staff and events outside of school.</i></p>
<p>Where identified, detail strategies to reduce triggers: <i>What supervision is available to support the young person, can the child identify triggers to the behaviour?</i></p>
<p>2.2 Identify any risky locations in the school: <i>Toilets, unsupervised areas, corridors, playgrounds etc.</i></p>

Where risky locations are identified, detail plans to minimise risk:
Using different toilets/toilet times, additional supervision? No-go areas for child/young person?

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2.3 Identify any others who may be particularly vulnerable:
Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable

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Where vulnerable individuals have been identified, detail plans to minimise risk:
Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.

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2.4 Identify any risky activities:
RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.

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Where identified, detail strategies to minimise risk:
Supervision, changing in different room, conducting activities safely without supervision

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<p>2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices: <i>Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?</i></p>
<p>Where identified, detail strategies to minimise risk: <i>Supervised access, use of filters, no personal devices, whole school online safety.</i></p>
<p>2.6 Explore and record transport arrangements to and from school: <i>Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.</i></p>
<p>Where concerns are identified, detail actions/changes required to transport arrangements:</p>

3 Strengths
<p>3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time: <i>Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.</i></p>
<p>3.2 Please describe positive relations the child has: <i>Include professionals, family, peers etc.</i></p>
<p>3.3 Please note activities/lessons the child enjoys and engages in positively: <i>Describe how these will be promoted and maintained</i> <i>Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.</i></p>
<p>3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:</p>
4. Implementation
<p>4.1 Who needs to know about this plan: <i>Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.</i> <i>Who will share this information and when?</i></p>

<p>4.2 Work to be undertaken with the young person and wider school population: <i>Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, online safety, RSE.</i> <i>Note whether this is individual or wider school work.</i></p>
<p>4.3 Referrals for external support: <i>Specialist services, e.g. CAMHS, NSPCC. Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?</i></p>
<p>5 Measuring risk</p>
<p>5.1 How will you measure whether the level of risk has changed: <i>This may include:</i></p> <ul style="list-style-type: none"> • <i>change in the child's view regarding their behaviours</i> • <i>reduction or increase of incidents of sexual behaviours</i> • <i>reduction or increase in other concerning behaviours</i> • <i>reduction or increase of prosocial behaviour/activities</i>
<p>5.2 Review date: <i>The plan should be reviewed every three months or if there is a further event that impacts on risk.</i></p>



Signatures of attendees:	
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