

Technical learning with local professional partners



Policy Documents

# Child Protection Policy

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## A. Introduction

**Child protection is a part of safeguarding** and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

We are committed to the safeguarding of all the young people in our care at all times and view this duty as our primary responsibility. We recognise that safeguarding is a very wide and far reaching issue that permeates all aspects of our community and its work, that we share a responsibility to create an ethos of care, trust and openness in which children can thrive and that we need to provide a place where children can not only feel safe all the time but where they can get help and support to address issues in their lives that make them feel unsafe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals at QEstudio make sure their approach is child-centred. This means that we consider, at all times, what is in the **best interests** of the child.

This policy has been written in accordance with: Working together to safeguard children 2015; Keeping children safe in education Sept 2016; Guidance for Safer Working Practice for Adults who Work with Children and Young People 2015; Information Sharing 2015; The Prevent duty June 2015 and the Teachers Standards 2012; HM Government Multi-agency Statutory Guidance on Female Genital Mutilation 2016; Role and Responsibilities of the Designated Teacher for Looked after children 2009.

There are four strands to our safeguarding commitment:

1. the establishing and maintenance of a secure ethos where children are able to talk and be listened to for example by:
  - rehearsing the QEstudio values constantly
  - insisting on high quality relationships between staff and Students e.g. in our teaching and learning policy
  - having high quality pastoral staff and systems
  - providing key agencies like the school nurse, school counsellor, local PCSO etc.
2. ensuring that children know that there are adults in the school who they can approach if they are worried or are in difficulty by:
  - publicising the services available
  - ensuring high quality form tutoring
  - using PD to raise awareness of the importance of telling

- creating a telling culture through assemblies and pastoral intervention
3. including in the curriculum activities and opportunities to learn about being healthy and staying safe, equipping children with the skills they need to stay safe from harm and from abuse by:
    - ensuring the effectiveness of the PD curriculum through the work of the PD group
    - all departments sharing responsibility for the ECM outcomes and threading the agenda into schemes of work wherever appropriate
    - providing opportunities, particularly sports, arts and outdoor education where Students can learn about risk assessment and risk management
    - targeting key individuals and groups who need additional input
    - building Student's resilience, determination, self-esteem, and confidence throughout the whole curriculum
  4. ensuring that every effort is made to establish effective working relationships with parents and with other agencies by:
    - meeting parents early on through transition and induction
    - establishing relationships with key parents at transition in order to develop trust early on
    - making full use of ILP/SEP/PSP/BMP as well as Early Help procedures & CAFs when appropriate
    - taking the lead role in TAC and TAF
    - developing the effectiveness of the schools Multi-Agency team
    - training all staff; particularly pastoral staff
    - sharing our core values and learner model with all agencies, Students and parents

There is no place for extremist views of any kind in our school, whether from internal sources – Students, staff, visiting adults, governors etc. or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by Students, staff, visitors or parents will always be challenged and, where appropriate, dealt with.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the Students, reasonably practicable steps are taken to offer a balanced presentation of opposing views to Students.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times Students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our Students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

N.B. We extend the same safeguarding protocols to students in the sixth form. All references to children and Students in this document imply Students in years 10 -13 of QEstudio.

## B. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The Designated Safeguarding Leads with specific responsibility for safeguarding (child protection) are:

Alison Wilkinson (ALW)      Principal

Lisa Longley (LL)      Assistant Headteacher (MAT: KL site)

The Designated Teacher for Children Looked After is Joanne Jackson (Deputy SENCo MAT : KL site). She has lead responsibility for helping school staff understand the things which affect how children looked after learn and achieve in line with the DfE's Role & Responsibilities of the Designated Teacher for Looked After Children, 2009.

The nominated governors with responsibility for Safeguarding are Stuart Lawrenson, Deborah Harkness and Kate Kerslake.

The Community Committee monitors the effectiveness of safeguarding, reporting to the Governor's Full Board.

The Local Authority's Locality Team, which includes Children's Services are our first port of call when there is a child protection issue, however it is important to note that QEstudio Students come from 3 different counties and we therefore work with Children's Services in Lancashire and North Yorkshire as well as Cumbria.

All staff are required to adopt the DfE's "Keeping children safe in education" Sept 2016 and "Guidance for Safer Working Practice for Adults who Work with Children and Young People" 2015 as a minimum standard (copies have been distributed to all staff (2015 and Sept 2016, January 2017) and provided to new staff at induction they are also available in the staff handbook as a linked document in the Child Protection section.

Our Teaching and Learning Policy takes this minimum standard and builds on it to describe high quality staff/ Student relationships to provide the best possible safeguarding conditions.

A Safeguarding action plan is constantly reviewed and added to in order to guard against complacency and respond to issues emerging.

## C. Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Procedures as stated on the Cumbria Local Safeguarding Children Board website

Staff are kept informed about child protection procedures through whole staff meetings annually, new staff receive training as part of their induction, including teacher trainees and support staff. Groups of staff with enhanced roles, e.g. pastoral staff, receive more detailed and involved CPD.

There is also detailed information and supporting documentation, including links to the LSCB, in the staff handbook which is available electronically on Teacher Admin and updated annually.

Support staff, peripatetic music teachers, sports coaches and other adults in school receive the same induction as teaching staff and there is an expectation that they will hold an up to date Level 1 Child protection certificate.

Parents have access to the safeguarding policy on our website and their attention is drawn to it at induction and in their information packs.

## D. Training and support

The Lunesdale Learning Trust will ensure that all staff including the Principal, the designated safeguarding leads, nominated governors and the governing body attend training relevant to their role.

The DSLs will have level 2 training refreshed every 2 years and level 3 training refreshed every 2 years. They will also attend additional training when it is available e.g. domestic abuse, child mental health etc. and receive regular updates from NSPCC and Cumbria LSCB throughout the year.

All members of the school's multi-agency team will have at least level 2 training refreshed every 3 years and level 3 training where appropriate.

All staff and adults working in school are trained internally to level 1 child protection which provides an understanding the Overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all adults have up to date knowledge of safeguarding issues. This is refreshed every 3 years. In addition, all staff members receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Appropriate training and regular updates enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in a child's behaviour;
- deterioration in a child's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- a child's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with a disclosure from a child;
- whistle blowing procedures as they refer specifically to Child Protection;
- the school Single Equality Information/Objectives; and general health, safety and welfare issues.

The nominated Governors receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Governing Body.

Safer Recruitment – We are committed to ensuring that staff and governors with recruitment responsibility are appropriately trained and are mindful of the importance of Safeguarding Children in line with Bichard recommendation 17 – 'no interview panel to appoint staff working in schools should be convened without at least one member being properly trained'. This includes interviews for support staff, LSAs and other adults in

school. In the first instance this will be the Principal but other members of the leadership team, governors, business managers, logistics manager, head of music, director of sport and the SENCO who all make appointments in school are also required to complete the Safer Recruitment Training. This is updated every 5 years.

The DSL will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistle blowing. This will also be a regular agenda item at staff meetings.

## E. Professional Confidentiality

One of the main messages in our staff induction is the golden rule about confidentiality:

***Never promise a child you can keep a secret: explain to them that you will need to tell someone whose job it is to keep them safe but assure them that that is the only other person you will tell.***

All staff are instructed to pass on information and concerns to one of our DSLs immediately and to make brief notes and pass those on to them as soon afterwards as possible.

The DSL will make the necessary referrals and co-ordinate any interventions needed, sharing information according to LSCB advice and guidance.

For any referral other than a Section 47 (Child at risk of significant harm where the designated person believes that the parents present a risk) then the consent of a parent and the child should be sought. In the case of a referral without consent advice will be sought from the duty social worker before proceeding.

We will share information with the police or social care departments if we believe that the safety and welfare of the child necessitates the sharing of that information.

In the case of Early Help and CAFs, parents' consent is always sought but if parents are unwilling then the child should consent to it at least. All CAFs are registered with the relevant authority. It should be noted that all three local authorities: Cumbria; North Yorkshire & Lancashire operate different Early Help procedures.

Early Help and CAFs are designed so that practitioners in all agencies can communicate and work more effectively together. Information will follow the child and build up a picture over time. The CAF encourages greater sharing of information between practitioners, where consent is given.

It will:

- Promote earlier intervention where additional needs are observed
- Improve the quality and consistency of referrals between agencies by making them more evidence-based
- Enable information to follow the child
- Promote the appropriate sharing of information.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## F. Records and monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Concerns about the welfare of a child are recorded by the DSLs and any accompanying documentation is attached. These records are stored in a filing cabinet in LL's office to which DSLs only are allowed access and are shared on a 'need to know' basis only.

Children about whom there are safeguarding concerns are placed on a yellow list so that staff know there are concerns – but no more. This information appears on a quick note on the child's SIMS profile. Any colleague who needs to have additional information can ask the DSL and will be told what they need to know in the interests of safeguarding only and no more.

Placing a child on the yellow list triggers enhanced vigilance by staff. A key member of trained staff becomes responsible for monitoring the welfare of the child.

The DSLs are responsible for the continued monitoring of all children on the yellow list and she files all relevant notes and information in the confidential files during this process.

Referrals will be made at the earliest possible opportunity. We will always seek advice from a duty social worker as soon as we are alerted to safeguarding issues.

Parents can have access to any records other than those connected to a Section 47 referral as directed by social care. Pastoral Leads are aware of this. All requests from parents for access to their child's records are dealt with by LL who is aware of any safeguarding sensitivities.

When a child about whom we have safeguarding concerns leaves, the DSLs will speak to EWS and the designated person in the receiving school to ensure that they are fully aware of our concerns and the stage of any referrals or multi agency work undertaken. We persevere in liaison with EWS and even the police when there is no contact from the receiving school to confirm the child is on roll. We would try to meet with the designated person in order to handover essential documentation or arrange with EWS for their safe delivery to the new school/ LA.

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL. Confidential files which have to be posted (e.g. for out of County moves) will be marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

## G. Attendance at Child Protection Conference

If we are invited to send a representative to a child protection conference then either ALW or LL will go in most cases. Occasionally we take with us a key member of staff who knows the child/ family/ who has undertaken much of the monitoring.

## H. Supporting Students at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support Students through:

- (a) the curriculum, to encourage self-esteem and self-motivation
- (b) the school ethos, which promotes a positive, supportive and secure environment and which gives all Students and adults a sense of being respected and valued
- (c) the implementation of school behaviour management policies
- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting
- (e) regular liaison with other professionals and agencies that support the Students and their families
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- (g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in safeguarding situations

In addition to the above, as part of wider safeguarding responsibilities, school staff will be alert to:

- disclosures by Students of their exposure to the extremist actions views or materials of others outside of school, such as in their homes or community groups, especially where Students have not actively sought these out;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- Students accessing extremist material on-line, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- local schools, LA services and police reports of issues affecting Students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;

- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;
- anti-western or anti-British views.

This policy should be read in conjunction with other related QEstudio\* and Lunesdale Learning Trust \*\* policies. These include:

- Recruitment and Selection\*\*
- Behaviour\*
- Whistleblowing\*\*
- Restraint\*\*
- Special Educational Needs\*
- Health and Safety\*\*
- Administration of Medicine\*\*
- Attendance\*\*
- Teaching and Learning policy\*

Children who may be particularly vulnerable

Some children may be at increased risk of neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- living in a known domestic abuse situation;
- affected by known parental substance misuse;
- at risk of fabricated or induced illness;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

## Students with SEN/Disabilities

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

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

Students at risk of radicalization, being drawn into terrorism including support for extremist ideas that are part of terrorist ideology are identified by the pastoral team and when appropriate make a referral to the Channel programme.

# I. Recognising Significant Harm

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

All school and college staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

## Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

## Physical Abuse

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

## Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as 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 – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children to frequently 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.

For more information, see our procedures for preventing and dealing with bullying within **Behaviour Policy and Anti-Bullying Policy**

## Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## Neglect

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 failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific Safeguarding Issues

**Child Sexual Exploitation (CSE)** – all suspected cases of CSE will be referred to the relevant Safeguarding Hub.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new 'street language' or respond to a new 'street' name.

**Sexting** - All incidents involving youth produced sexual imagery (sexting) will be responded to in line with this Policy and procedures.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving Students in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the document 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UK Council for Child Internet Safety) a copy of which is held in LL's office.

Any direct disclosure by a Student (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention the following steps will be taken:

## STEP 1: Disclosure by a child

Sexting disclosures will follow our normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to the Safeguarding Hub. In all cases, the DSL will be informed as soon as possible.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Does the child know where the image has ended up?

## STEP 2: Searching a device – what are the rules?

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The device will not be searched if this will cause additional stress to the child whose image has been distributed. Where a decision is taken to search the device, the following conditions will apply:

- The search will be conducted by the DSL or a person authorised by them. No other member of staff will search a device
- Another member of the pastoral team will also be present
- The search will be conducted by a member of the same sex
- A record will be kept of the incident

We will never:

- search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the young person UNLESS there is clear evidence to suggest that there is an immediate problem
- print out any material for evidence
- move any material from one storage device to another

If there is an indecent image of a child on a website or social networking site, the image will be reported to the site hosting it. In this event, we will follow the reporting procedures on the respective website. However, in the case of a sexting incident involving a young person where it is felt that they may be at risk of abuse, we will report the incident directly to CEOP ([www.ceop.police.uk/ceop-report](http://www.ceop.police.uk/ceop-report)). This organisation can then expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

### STEP 3 - What we will or will not do with the image.

If the image has been shared across a personal mobile device, we will confiscate and secure the device(s).

We will never:

- view the image unless there is a clear reason to do so (see above)
- send, share, copy or save the image anywhere
- allow children to do any of the above

If the image has been shared across a school network, a website or a social network we will block the network to all users and isolate the image.

### STEP 4 - Who will deal with the incident?

Whoever the initial disclosure is made to will inform the DSL or deputy DSL as soon as possible. The DSL will record the incident using the school's blue slip system. There may be instances where the image needs to be viewed and this will be done in accordance with the information outlined above. Acting in the **best interests** of the child will always come first.

### STEP 5 - Deciding on a response

There may be a multitude of reasons why a child has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion. It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school, we will ensure that incidents are consistently recorded. It may also be necessary to assist the child in removing the image from a website or elsewhere.

We will always:

- store the device securely;
- carry out a risk assessment in relation to the child;
- inform the parents about the incident and how it is being managed unless there is good reason to believe that involving parents would put the child at risk of harm;
- contact the police (if appropriate);
- put the necessary safeguards in place for the child, e.g. they may need counselling support or immediate protection.

### STEP 6 - Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consideration will be given to contacting and/or making a referral to the relevant Safeguarding Hub. Depending on the nature of the incident and the response, we may also consider contacting the Police or referring the incident to CEOP. [www.ceop.police.uk](http://www.ceop.police.uk)

## Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in

some cases it is performed on new-born infants or on young women before marriage or pregnancy. FGM is child abuse.

FGM has been a specific criminal offence in the UK since 1985 when the Prohibition of Female Circumcision Act 1985 Act was passed. In 2003 this was replaced by the Female Genital Mutilation Act 2003 in England, Wales and Northern Ireland.

The following are some signs that the child may be at risk of FGM:

- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
- The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- If a female family elder is present, particularly when she is visiting from a country of origin, and is taking a more active/influential role in the family;
- The family makes preparations for the child to take a prolonged holiday, e.g. arranging vaccinations, planning an absence from school;
- The child may talk about a long holiday to country of origin or where FGM practice is prevalent;
- The child talks about a 'special procedure/ceremony' that is going to take place;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family.
- Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination;
- Where a girl from a practising community is withdrawn from Sex and Relationship Education they may be at risk from their parents wishing to keep them uninformed about their body and rights.

Consider whether any other indicators exist that FGM may have or has already taken place, for example:

- The child has changed in behaviour after a prolonged absence from school;
- The child has health problems, particularly bladder or menstrual problems; and/or
- The child has difficulty walking, sitting or standing and may appear to be uncomfortable.

From the 31st October 2015, regulated professionals in health and social care professionals and teachers in England and Wales have a duty to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. Following consultation with social care professionals as well as other relevant professionals, only then will the police take action to ensure the girl/young woman is safe and her needs are prioritised.

**'Honour based' violence (HBV)** - Honour based violence includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and will be handled and escalated as such.

QEstudio staff will report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, all cases will be discussed with the DSL and involve the relevant Safeguarding Hub as appropriate.

**Preventing Radicalisation** – Protecting children from the risks of radicalisation and extremism is seen as part of this school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. From July 2015, schools are under a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership – we will ensure that our procedures take into account the policies and procedures of Cumbria SCB.
- Staff training – we will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online/E-Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism.

We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.

**Children Missing from Education** – A child going missing from education is a potential indicator of abuse or neglect. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in future.

It is our responsibility to inform the Local Authority of any Student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as agreed between the school and the local authority.

We will inform the local authority of any Student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system eg home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the an appropriate medical practioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to school at the end of that period;
- have been permanently excluded.

## J. Safe schools, safe staff

### **What guidance is given to school staff about physical contact with Students?**

Safer working practices – section 12 and 13

### **What advice does the school offer about staff working in a one-to-one situation with a Student?**

Safer working practices – section 19

### **How are school staff advised about avoiding situations where allegations may be made against them?**

Staff are made aware of the importance of professional characteristics, high quality professional relationships with Students, whole school core values and safeguarding through training and daily reinforcement of these underpinning principles.

Sensible ways of safe working are suggested in the Guidance for Safe Working Practice, available to all staff both as a paper copy and in the electronic staff handbook.

There is specific advice given by the EVC to trip/ visit co-ordinators.

### **What information is made available to school staff about counselling and/or giving advice to children/young people about sexual matters?**

Any lessons on sexual health are carefully planned and resourced. Responding to Students' questions requires careful judgement and staff take guidance from staff with the relevant expertise.

Staff and Student know that individuals can seek advice and guidance from the school's health co-ordinator or the school nurse. Her clinic times are clearly advertised. External sources of advice are available to Students – there are contact details in the KS4 planners for instance. On occasions we can assist a Student in attending their GP surgery for advice.

### **What opportunities are there to share perspectives and experiences with practitioners from other agencies?**

There are half termly meetings in school with the Designated Safeguarding Leads and schools Multi agency team to share perspectives and experiences. Case loads are also reviewed half termly.

Key pastoral staff attend training with a wide range of agencies and feedback to the pastoral team.

We convene an increasing number of external multi agency meetings and take the lead on an increasing number of CAFs, all of which allow for the development of good multi agency practice.

### **What is the position of teachers in respect of civil liberties, disciplinary action and criminal prosecution in response to any professional act undertaken to protect children?**

Any member of staff who takes steps to safeguard a child and exercises professional in carrying out their duty will be supported by the school and the governing body. We would always recommend that a decision

to act in a way that runs contrary to any guidelines or best practice description should be taken in consultation with at least one more qualified and experienced colleague. We would always recommend that safeguarding decisions are taken in this way. There are enough qualified colleagues to make this possible.

### **What steps are taken by the school to recruit and select safe staff?**

The School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. We are committed to compliance with Bichard and aim to have a properly trained colleague on every interview panel. A full application form must be received before a candidate can be interviewed.

The Governing body will act reasonably in making decisions about the suitability of prospective employees and volunteers based on checks and evidence including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks and staff suitability declaration (where relevant) together with references and interview information.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', September 2016 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

### **What steps has the school taken to reduce the possibility of abuse by school staff and other professional workers or anyone else working within the school setting?**

We have guidance for all adults who come into contact with Students with regards to identity, ISA and DBS checking protocols.

All staff are made aware of the minimum standards of professional care outlined in the Safer Working Practices document.

We will carry out our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

### **How will this policy be reviewed, by who and when?**

Reviews at least annually – every autumn term by LL and the L Team working with the Governors' Community Committee.

Updated information is added as soon as it is available throughout the year and the document is kept "live" on the school website and on the electronic staff handbook.

## K. Children's Services Referral Form

QEstudio works with 3 Local Authorities and therefore 3 Children's Services. They all have different referral protocols.

- Lancashire ask for their children's social care referral form
- Cumbria ask for their single contact form
- North Yorks ask for their Referral form for Children and Families services.

We will continue monitor the changes to protocols in all 3 authorities as the picture is constantly changing.

Any referral form should be used following a consultation with the duty social worker and/or where an assessment of the situation identifies that a referral to Children's Services Social Care is necessary to safeguard or protect the welfare of the child.

In these circumstances, (where appropriate) we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that the involvement of Social Care is required and the expected outcome. This information will provide the basis for the completion of the Children's Services Referral Form. **The request to access support from Children's Services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.**

A safeguarding referral should be made by one of our DSLs.

A copy of the form should be place in the school's secure child protection files.

The DSLs should be informed that a referral has been made.

Where it is considered immediate protective action is required; the Designated Safeguarding Lead must make a referral to Children's Services Social Care. **This referral may initially be by telephone to the relevant team of Social Care, but must be followed up in writing within 48 hours.**

All staff receive level 1 child protection training about what to do if they're concerned a child is being abused. The following copies of slides explain the advice. This presentation is in the Child Protection section of the staff handbook.

### **What to do if you suspect a child is being abused**

- Tell either one of the DSLs immediately.
- This concern takes priority over ANY other school business so please don't worry about disturbing us.
- You can easily get to the DSLs by contacting Tracy Livesey or Niamh Crowe in Halsteads who will get you access to ALW or LL asap.

### **How should you react if a child discloses abuse?**

- A child might “test” you out with some other personal information first- make sure they know they can come back and talk to you again. If you think something is odd/not quite right tell a DSL straight away.
- At disclosure you can promise a child you will be careful and protect their privacy but you can’t promise to keep all they tell you to yourself. Explain to them that you will need to tell Mrs Wilkinson/Mrs Longley because she will be able to help but not to worry because they will understand and care and won’t go telling everybody.
- By all means allow the child to tell you what they need to and don’t be afraid of asking questions to clarify your own understanding of what has happened to them as you’ll need to be able to explain to one of the DSL. Keep questions to an absolute minimum though.
- Believe the child- we sort out malicious/fabricated accusations during the course of enquiries.
- Make notes as soon afterwards as you can.
- Tell a DSL **immediately**.

Staff or other adults will **NEVER**:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’;
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the person/s allegedly involved;
- forget to record what has been said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

**Vulnerable Groups:** For children with communication/language difficulties or who use alternative/augmented communication systems, staff and other adults may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. In some cases, it may be appropriate to seek the services of a professional interpreter.

**Listening to Children:** Experience and consultation with children show us that a child will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. Therefore all staff and volunteers in school know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions,

concerns and plans

- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs.

## L. Procedures to follow if a member of staff is concerned about the welfare or safety of a child

1. Report any concerns to one of the Designated Safeguarding Leads
2. If neither can be contacted Tracy Livesey (ALW's PA) or Niamh Crowe (Halsteads office) will get hold of them immediately to let them know there is a concern.
3. Staff are asked to make notes about what has been observed and/ or said as soon as possible. These notes should be passed to the designated person dealing with the concern.
4. The child can be assured of confidentiality and discretion but must not be promised secrecy. They need to know that the DSL will be told of concerns.
5. The designated safeguarding leads will make the decision about what, if anything, to tell the parents, usually following advice from a duty social worker.
6. All concerns should be shared with the designated persons, whether or not they are shared by anyone else.

## **M. Procedures to follow when the Safeguarding Designated Safeguarding Lead is notified of the concern about the welfare or safety of a child.**

When child protection concerns are brought to the attention of one of the Designated Safeguarding Leads they will contact the duty social worker from the authority serving the child's main residence and agree a course of action with them.

The Designated Safeguarding Leads work closely together, deputizing for one another and liaising on cases so that at any time one of them is available to deal with concerns and ongoing referrals. They all have access to the confidential files and will be supported by Tracy Livesey / Niamh Crowe.

Any adult who makes a concern known to a Designated Safeguarding Lead is guided through the procedures and given emotional and practical support during the process by the Designated Safeguarding Lead, especially if they have to provide further evidence or be involved in conferences/ reviews/ TACs etc. All adults in school have a duty to safeguard and promote the welfare of the children in their care.

## N. Procedures to follow if an allegation is made against a member of staff.

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the Cumbria SCB website and Part four of 'Keeping Children Safe in Education' – Allegations of abuse made against teachers and other staff.

The member of staff to whom the allegation is reported will:

- treat the matter seriously;
- ensure that, where necessary, the child receives appropriate medical attention;
- make a written record of the information using the child's/parent's own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to the Head teacher or Head of School. Where the Principal is the subject of an allegation, the allegation will be reported to the Chair of Governors. In all instances, the most senior person (Principal or Chair of Governors) will be the allocated the role of 'Case Manager'. Confidentiality is maintained at all times.

### Initial Action by the Case Manager

The Case Manager will immediately discuss the allegation with the Local authority appointed Designated Officer (DO) and within **1 working day**. The purpose of an initial discussion is for the DO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. To inform the initial course of action, the following may be required:

- written details of the allegation, signed and dated by the person receiving the allegation;
- any other information and names of any potential witnesses;
- a chronology of significant events;
- information already known about those involved, including previous history, other allegations made by the child or family and the individual's current contact with children;
- checks on any historic incident(s) or log books;

There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager should discuss the allegations with the DO in order to help determine whether police involvement is necessary.

The Case Manager will contact the DO if the member of staff or other adult 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 s/he is unsuitable to work with children.

The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children.

The Case Manager will inform the accused person about the allegation as soon as possible after consulting with DO. It is extremely important that the Case Manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

The Case Manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or Police or Children's Social Care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome (in confidence) of any disciplinary process.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. Where parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

If an allegation requiring immediate attention is received outside of normal office hours the Case Manager will consult immediately with relevant Safeguarding Hub or local Police. They must ensure they inform the DO the next working day.

### **Initial Consideration by the Case Manager and LA appointed Designated Officer (DO)**

The DO will establish, in discussion with the Case Manager that the allegation is within the scope of the Cumbria SCB procedures and may require further investigation. There may be up to 3 strands considered as part of this process and the discussion will centre upon whether there is a need for:

- a Police investigation because a crime has or may have been committed;
- enquires and assessment by social care to determine if services or emergency actions are required;
- consideration by the employer of disciplinary action in respect of the individual.

If agreement is reached that the criteria for action by the Police or Children's Services has been established, the DO will contact Children's Social Care to ensure a formal 'strategy meeting' is set up involving Children's Services Social Care and the Police. If only the last criterion is met the DO will provide advice to the Case Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the school's procedures for discipline and conduct.

### **Suspension**

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Case Manager having consulted with their HR adviser and the DO. Suspension will

never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Case Manager.

### **Subsequent Actions**

The detailed procedures that need to be followed after this initial consideration are available on the Cumbria SCB website. The Case Manager is expected to keep the DO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the school's disciplinary process (see above).

Referrals will also be made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults.

## O. Managing Allegations against other Students (peer on peer abuse)

We believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults in the school and other Students. We recognise that some Students will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Behaviour Policy.

It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. The school has a Policy which includes bullying, and sexual and racial harassment.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

### **Safeguarding allegations**

We recognise that children are capable of abusing their peers. There are different forms of peer on peer abuse but we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against Students by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a child protection allegation against a Student, some of the following features will be found.

The allegation:

- is made against an older Student and refers to their behaviour towards a younger Student or a more vulnerable Student;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other Students in the school;
- indicates that other Students may have been affected by this Student;
- indicates that young people outside the school may be affected by this Student.

Examples of peer on peer abuse could include:

### **Physical Abuse**

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

- teen dating violence

### **Emotional Abuse**

- blackmail or extortion
- threats, intimidation and defamation
- bullying including cyberbullying, racial or sexual harassment or other imbalance of power
- hazing – any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person’s willingness to participate
- stalking

### **Sexual Abuse**

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In some situations, older Students may attempt to recruit younger Students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### **Minimising the risk of safeguarding concerns towards Students from other Students**

On occasion, some Students may present a safeguarding risk to other Students. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These Students will need an individual Behaviour (or risk) Management Plan to ensure that other Students are kept safe and they themselves are not laid open to malicious allegations.

Students are encouraged to report peer on peer abuse.

### **Possible actions in response to an allegation against a Student**

- Staff who observe or suspect any form of peer abuse must inform one of the DSLs as soon as possible so that further investigations can take place.
- When an allegation is made by a Student against another Student, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the Designated Safeguarding Lead must be informed.
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the relevant Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub are already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the Students involved where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both/all Students.

- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the Student being complained about and the alleged victim).
- It may be appropriate to exclude the Student being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Both the future needs of the victim and the alleged perpetrator will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Safeguarding Hub nor the police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## P. Supervision

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from one of the Designated Safeguarding Lead.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns MUST be reported to the Designated Safeguarding Lead without delay.

The Designated Safeguarding Lead can put staff and parents in touch with outside agencies for professional support if they so wish.

Effective supervision provides support, coaching and training for the staff member/volunteer and ensures that we ensure that we gain the best outcomes for children, by providing regular support, advice and guidance for staff working on pastoral cases. It also ensures accountability for pastoral staff roles, responsibilities and work undertaken. It is based on the principle of high support and high challenge, be open and honest, restorative in nature and provide a balance of work and personal support.

Our Supervision arrangements foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning a child's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

All Pastoral staff and multi-agency staff who have contact with children and families undergo ongoing informal supervision, consultation and regular formal supervision sessions with one of the DSLs. In addition the Designated Safeguarding Leads attend half termly group supervision sessions. All supervision sessions are recorded and a copy of these meetings are held in the Child Protection files in LL's office.

## Q. Online/E-Safety, Use of Mobile Phones and Cameras

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation – technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. QEstudio will ensure a comprehensive curriculum response to enable all Students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children we will ensure that we have appropriate and reasonable security filters and monitoring systems in place. These filters and systems will, in part, be informed by the risk assessment required by the 'Prevent Duty'.

Where it is suspected that a child is at risk from internet abuse, exploitation or cyber bullying we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and familiarise themselves with advice and professional expectations outlined in the school Code of Conduct for staff and other adults/Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – October 2015.

When using digital images, staff will inform and educate Students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular Students will be taught to recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

## R. The use of School Premises by other Organisations

Where services or activities are provided separately by another body using the school premises, the Principal and Governing Body will seek assurance that the organisation concerned has appropriate Policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers.

The Governors/Principal will take appropriate action to ensure that the school is not hired out or otherwise let to external agencies that use the premises to deliver messages of, or support for, extremism or radicalisation.

If assurance is not achieved, an application to use premises may be refused.

## S. Safety and Suitability of Premises, Environment and Equipment

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Spaces, furniture, equipment and toys, must be safe for children to use and premises must be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including fire safety and hygiene requirements). We have, and implement, a *Health and Safety Policy*, and procedures, which include identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors and fire extinguishers) which is in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy – we will not allow smoking in or on the premises when children are present or about to be present – this includes the use of electronic cigarettes (E-Cigarettes).

All reasonable steps are taken to ensure staff, children in our care and others affected by what we do are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children will be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight. Vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from Students, parents and others about areas that may need improvement as well as what we are doing well.

We will take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors. Visitors are expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

## T. Safeguarding young people on Work-Related Learning including work experience and Employer Engagement activities

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, and the child is 16 years of age or over, it is the responsibility of the work experience provider to consider whether a DBS enhanced check should be requested for the child/young person in question.

*Note: DBS checks cannot be requested for children/young people under the age of 16.6*

## U: Teaching students about safeguarding

- A full PSHE programme of lessons runs through all years of QEstudio and is delivered mainly by Learning Coaches in the CREATE team sessions every Tuesday period 2. This constantly reviewed and updated scheme teaches students about safe relationships, on-line safety, the dangers of CSE, ages of consent, the nature of consent, risky sexual behaviour, drug and alcohol risks, pornography, body image, self-harming behaviours including eating disorders and extreme exercise, mental well being, domestic violence, coercion and staying safe when socialising or travelling. The sessions are sometimes delivered by experts e.g. from health or the police.
- Staff respond to any current concerns by adapting the CREATE PSHE content quickly or by using morning student briefings or even subject lessons should the need to urgent enough.
- Pastoral and safeguarding staff along with school counsellors inform the education programme: their concerns are raised at the weekly leadership team meetings to enable timely changes to programmes when necessary.
- Students are given full information about what, how and when to report anything that makes them feel uncomfortable or anxious. This information is on posters and in their planners and students are constantly reminded about reporting. The QEstudio value of Looking out for Others is constantly rehearsed in student briefings with its emphasis on letting us know if they are concerned about a fellow student.

## V: Private fostering

A private fostering arrangement is essentially one that is made 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 for 28 days or more. Privately fostered children are a diverse and sometimes vulnerable group which includes:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum-seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives;
- Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces;
- Language students living with host families
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Under the Children Act 1989, private foster carers and those with Parental Responsibility are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

Teachers, 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 arrangement has been or will be notified.

# Staff code of conduct

All QESTudio staff have a duty to uphold the QESTudio values and to behave professionally at all times. This is a particular challenge in our close knit rural communities where school and home lives often overlap and where students are used to seeing staff in their communities, partaking in community activities.

This is clarified with all staff at induction and at regular intervals e.g. safeguarding briefings during the school year to ensure that the induction messages are reinforced.

All staff are required to read and sign that they have read the following documents:

- The school's Safeguarding and Child Protection policy
- Keeping Children Safe in Education ( Sept 2016 ) ( Part One and Annex A)
- What to do if a child is being abused ( 2015)
- Safer Working Practices for Adults who work with Children and Young People in Education ( 2015)