

# **CHILD PROTECTION AND SAFEGUARDING POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

Ratified by Governors	October 2024
Review Date	October 2025
Staff Responsible	Mrs A Bhagat

## 1. Introduction

This policy takes into consideration and reflects all key aspects of the following documents:

- The Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping children safe', - updated September 2024
- 'Safeguarding Children in Education' (DfES / 0027 / 2004)
- HM Government: 'Working together to safeguard children', December 2023
- HM Government: What to do if you are worried a child is being abused (March 2015)
- HM Government: Information sharing- Guidance for Safeguarding Practitioners (July 2018)
- HM Government: Disqualification under the Childcare Act 2006
- The Prevent duty: Departmental advice for schools and childcare providers (DfE July 2015)
- The Teacher Standards 2012
- Equalities Act 2010 (guidance updated 2015)
- Statutory Guidance on FGM (July 2020)
- Children Missing Education: Guidance for Local Authority (August 2024)
- The Domestic Abuse Act (April 2021)

Key Personnel	Name	Contact details
Designated Safeguarding Lead (DSL)	Ms R Walsh Mrs A Bhagat	<a href="mailto:rwalsh@dwhs.co.uk">rwalsh@dwhs.co.uk</a> <a href="mailto:abhagat@dwhs.co.uk">abhagat@dwhs.co.uk</a> 0208 566 6446
Deputy DSL	Mrs D Kullar	<a href="mailto:dkullar@dwhs.co.uk">dkullar@dwhs.co.uk</a> 0208 566 6446
Other Designated Safeguarding Officers	Mrs Whitehead, Mrs Kullar, Ms Laporte, Ms McKay, Mr Jammu, Mrs Dhillon, Ms Fleary and Ms Sediqi	0208 566 6446
Designated member of the Governing Body with Child Protection Responsibilities	Mrs Julia Taylor	0208 566 6446
Local Authority Designated Person (LADO)	Natalie Cernuda (Ealing)	<a href="mailto:asv@ealing.gov.uk">asv@ealing.gov.uk</a> 07890 940241
PREVENT Referral	Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person regarding radicalisation, please inform Mrs A Bhagat	For LA advice and consultation: 0208 825 8000

## Other contacts

Ealing Social Care Contact Centre	0208 825 8000
NSPCC	0800 800 5000 <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a>
Childline	0800 11 11 <a href="https://www.childline.org.uk/https">https://www.childline.org.uk/https</a>
Kidscape - parent Advice Line (Bullying) (Mon-Wed from 9.30am to 2.30pm)	0207 823 5430 <a href="https://www.kidscape.org.uk/">https://www.kidscape.org.uk/</a>
Female Genital Mutilation Helpline (NSPCC)	0800 028 3550 <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>
Samaritans - Helpline	116 123 <a href="https://www.samaritans.org/">https://www.samaritans.org/</a>
Forced Marriages Unit - Foreign and Commonwealth Office	0207 008 0151 <a href="https://www.gov.uk/stop-forced-marriage">https://www.gov.uk/stop-forced-marriage</a> <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>
Crimestoppers	0800 555 111 <a href="https://crimestoppers-uk.org/give-information">https://crimestoppers-uk.org/give-information</a>
R-U Safe? Barnardo's - Children/Young people Sexual Exploitation Service	01494 785 552
CEOP (Child Exploitation and Online Protection)	<a href="https://www.ceop.police.uk/Safety-Centre/">https://www.ceop.police.uk/Safety-Centre/</a>

**"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 September 2024)**

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers, contractors and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

Staff who need to share 'special category personal data' should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes:

- allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a student at risk.

**The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulty, believing they will be effectively listened to.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school and this will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities

## **2. Definition**

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

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

- The Local Authority (Ealing)
- Integrated Care Board in Ealing

- The chief police officer in Ealing

### **3. Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education or persistently absent
- Whose parent/carer has expressed an intention to remove them from school to be home educated

### **4. Safe School, Safe Staff**

**We will ensure that:**

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection and Safeguarding Policy together with a staff behaviour (code of conduct).
- The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities and ensuring the interview process includes someone who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- The lead person has Designated Safeguarding Lead (DSL) responsibility and is part of the Senior Leadership Team.
- All other staff have Safeguarding training updated at least annually.
- A member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website and by other means.
- The Governing Body considers how children may be taught about safeguarding. This will be part of a broad and balanced curriculum covering relevant issues through personal social health and education (CPSHE).
- The Governing Body ensures that students are taught how to keep themselves safe including online through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020 our school is working in accordance with new government regulations which make the subjects of Relationship and Sex Education and Health Education mandatory.
- The Governing Body will ensure staff have the opportunity to contribute and shape the safeguarding arrangements and Child Protection Policy.
- The Governing Body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to Keeping Children Safe in Education 2024 and legislation referred to therein.
- All governors will read and understand Keeping Children Safe in Education in its entirety.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation in the case of a volunteer.

Where reasonably possible the school will hold more than one emergency contact number for the students, challenging families if there is a reluctance to share contact details.

Our procedures will be regularly monitored, reviewed and updated.

The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the school.

The policy is available on the school website.

## **5. Responsibilities**

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

All staff will sign a declaration at the beginning of each academic year to say that they have read at least Part 1, Part 4 and Part 5 of Keeping Children Safe in Education (KCSIE) and annex A and annex B.

All staff will be aware of the following:

- Our systems which support safeguarding, including this Child Protection and Safeguarding policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and [deputy/deputies], the Behaviour for Learning and Inclusion policy and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to Local Authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported.

### **The Designated Safeguarding Lead (DSL) is responsible for:-**

- Referring a child if there are concerns about possible abuse, to Ealing Children's Integrated Response Service (ECRIS) and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, using the new online system **CPOMS (Child Protection Online Management System) ([www:dormerswells.cpoms.net](http://www.dormerswells.cpoms.net))**.
- Ensuring that any student currently with a child protection plan who is absent from the educational setting without explanation is referred to the Social Worker immediately.
- Organising child protection induction and update training at least annually, for all school staff.
- Ensuring that all staff are kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin, 'hot topics', emails and awareness training.

- Any member of staff who starts mid-year will read and sign the appropriate documentation including Keeping Children Safe in Education and the Staff Code of Conduct. The DSL will do 1 to 1 training on child protection. Where other adults are working in regulated activity within school, the DSL will ensure that they are aware of the contents of the policy.
- Providing safeguarding training for both Engie (cleaning contractors) and the canteen staff at the beginning of October every year.
- Safeguarding training for invigilators before they commence work in school.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL's, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register.
- Induct new staff in Child Protection procedures and ensure there is Cultural Competence amongst all staff so they feel confident addressing Child Protection concerns, particularly those that may be prevalent in certain cultures (**Female Genital Mutilation & Child Sexual Exploitation**).
- Provide online safety training for staff including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Providing training opportunities to ensure staff are aware of prevalent issues such as **radicalisation, self-harm, suicide, forced marriages, child-on-child abuse, child criminal exploitation, mental health, sexting and domestic abuse**.
- The DSL will meet with the Safeguarding Governor at least three times a year. The governor will act as a 'critical friend' and discussions will take place around policies, caseloads, recent documentation, staff training, student voice etc.
- **The DSL will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.**

#### **The Governing Board will:**

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation.
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate
- Ensure that procedures are in place to manage safeguarding concerns or allegations against staff, supply staff, Governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part 4 of KCSIE (Keeping Children Safe in Education 2024) must be adhered to.

#### **The Headteacher**

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

- that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer

#### **Early help**

Any child may benefit from early help, but all school 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 in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care,
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.

## 6. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff should 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. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Social Care.

## 7. If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words and log the concern on **CPOMS**. Stick to the facts, and do not put your own judgement on it. If you are not able to log the concern on **CPOMS then please complete the note of concern form (Appendix 8)**.

Aside from the safeguarding team, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process



## **8. Supporting Children**

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise the young minds of our students can be vulnerable and exploited by others, staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### **Our school will support all children by:**

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing Education using the CME Protocol.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Work effectively with partner agencies to seek advice, support and guidance drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- If a student is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.
- If a student has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
- Acting early so less serious concerns are raised, discussed and responded to, to try and prevent them from escalating to more serious concerns.
- Recognising the importance of contextual safeguarding to consider the social settings of children beyond school.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is sent under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

## **9. If you discover that FGM has taken place, or a student is at risk of FGM**

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

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

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 2 of this policy.

Any teacher must immediately report the following to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

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

**Any other member of staff including non-teaching staff** who discovers that an act of FGM appears to have been carried out on a child **under 18** must speak to the DSL and follow our local safeguarding procedures.

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

## **10. Referral**

If it is appropriate to refer the case to Local Authority children's social care or the police, the DSL will make the referral.

The Local Authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## **11. Concerns about extremism**

Where there is a concern regarding extremism the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority children's social care team.

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

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

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

## **12. Concerns about a staff member, supply teacher, volunteer or contractor**

We have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors, following the Local Authority managing allegations guidance.

KCSIE 2024 - Part four contains comprehensive guidance covering the two levels of allegations/concern:

- Allegations that may meet the harms threshold
- Allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as low level concerns (see Appendix 3 for examples)

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

We understand that a student may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the DSL if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

We recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor 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 he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/DSL on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO)

The Head Teacher/DSL must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement provides the school with absolute discretion to remove any organisation from their lettings agreement if they do not comply with the requirements of safeguarding, including the management of allegations.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

### **13. Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to Social Care/LADO following the Whistleblowing Policy.

Whistleblowing in regard to allegations made against the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Where a staff member feels unable to raise an issue with their Headteacher or DSL or feel that their concerns are not being addressed, other whistleblowing channels may be open to them.

General guidance can be found at 'Advice on Whistleblowing' [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing).

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding Child Protection failures internally. Staff can call 0800 028 0285 from 9.00am to 8.00pm, Monday to Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **14. Allegations of abuse made against other students**

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

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

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

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

See Appendix 2 for more information about child-on-child abuse.

### **Procedures for dealing with allegations of child-on-child abuse.**

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

- You must record the allegation on **CPOMS** and tell the DSL, but do not investigate it
- The DSL will contact the Local Authority children's social care team and follow its advice, as well as the school police officer if the allegation involves a potential criminal offence.
- The DSL will contact the children and adolescent mental health services (CAMHS) or the GP if appropriate.
- Students will be spoken to with another member of the safeguarding team.

### **Creating a supportive environment in school and minimising the risk of child-on-child abuse.**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse. and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse.
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse.
  - and know how to identify it and respond to reports.
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here".
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.

## **15. Sharing of nudes and semi-nudes ('sexting')**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately. Further guidance and advice can be found using the link below:

[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the student to delete it.
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

### **Initial review meeting**

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

Whether there is an immediate risk to student(s)

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

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

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

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

### **Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents/carers**

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

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the school's police officer.

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on **CPOMS**.

## **16. Reporting systems for our students**

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

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

To achieve this, we will:

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

## **17. Online safety and the use of mobile technology**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Through focus evenings, newsletters and the school website, parents/carers will be informed on how to keep their child safe online.
- Block harmful and inappropriate content without unreasonably impacting on teaching and learning.
- Review filtering and monitoring provision at least annually.
- Have effective monitoring strategies in place that meet safeguarding needs ([www.smoothwall.com](http://www.smoothwall.com)).

### **The 4 key categories of risk**

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

**To meet our aims and address the risks above we will:**

Educate students about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology.
- Keeping personal information private.
- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive regular updates throughout the academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during focus' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff will not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school and use of the school's ICT systems.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

## **18. Notifying parents or carers**

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

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

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

## **19. Special Education Needs and Disabilities.**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

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

- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

These students may need extra pastoral support and the schools SEND Policy outlines how support is provided.

## **20. Looked After Students**

The DSL and the deputy DSL are the designated LAC teachers. We keep a list of students who are looked after by the Local Authority. In the light of the research that shows that these students fare less well at school than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the student's personal education plan (PEP)
- the student meeting regularly with a learning mentor.
- offering in school support such as anger management, assertiveness or social skills training as appropriate.
- targeting student premium specifically to support children in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
- monitoring their attendance carefully and reporting any unexplained absence to social care.
- monitoring their academic grades carefully to try to ensure they are making good progress in school.
- being careful not to accept any under achievement just because the child is 'looked after'.
- looking out for difficulties with home learning or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed.
- enlisting the support of and liaising with other agencies as appropriate.
- liaison with the student's virtual Headteacher, who has a responsibility for the educational progress of looked after students.
- checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

## **21. Students with a social worker**

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

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

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

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

## **22. Records and monitoring**

Accurate records are essential to good child protection practice.

Anyone receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident on **CPOMS** noting what was seen or said, putting the event into context and giving the date, time and location.

File notes are kept for any student on a Child Protection Plan (CPP) or for any student monitored for child protection reasons. These records are kept in a locked cabinet.

If a student transfers from the school, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the receiving school's designated Child Protection Coordinator. The designated safeguarding lead should ensure their child protection file is transferred to the



new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support. A copy of the records will be kept. A signature of receipt will be requested.

### **23. Safeguarding through the curriculum**

Our curriculum will include:

- Activities and opportunities which equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships
- Material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Activities which protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- Learning opportunities that facilitate the understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- Material which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Learning opportunities which promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations

The CPSHE, IT and RSE programmes of study raise awareness of key safeguarding issues which may affect our students. These include **substance misuse, female genital mutilation, radicalisation, child criminal exploitation and sexual behaviours/healthy relationships, child on child abuse, sexting, drugs, county lines, grooming, online abuse and mental health (see Appendix 5 for Curriculum Mapping)**

In addition a variety of programmes, external speakers, theatre performances and assemblies are used throughout the year to enhance the students' awareness of how to keep safe. Topics include anti-bullying, discriminatory language, E-safety and sexting.

### **24. Contextual Safeguarding**

Safeguarding incidents and behaviours can be associated with factors outside of school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a student's life are a threat to their safety and welfare. We will consider relevant information when assessing any risk to the student and share it with other agencies to support better understanding of the student and their family.

### **25. Specific Safeguarding issues**

All staff should have an awareness of safeguarding issues – see Appendix 2. Staff should be aware that student behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

### **26. Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Staff can also access counselling and other support via the wellbeing package which the school purchases ([www.healthshield.co.uk](http://www.healthshield.co.uk)).

In consultation with staff, we have adopted a code of conduct for staff at our school. We understand that staff should have access to advice on boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

## **27. Searching, screening and confiscation**

The Headteacher and/or authorised staff have the statutory power to search a student or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have prohibited item/s:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- indecent images of a child
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the student)

Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18.

Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment.

## **28. Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff need to ensure they are clear about their professional boundary.

We will be aware of and consider the risks of potential safeguarding concerns such as travelling to conflict zones (as determined by the Foreign and Commonwealth Office) FGM and forced marriage.

## **29. Anti-Bullying**

Our school's anti-bullying policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes cyber, racist, LGBTQ+, homophobic and gender related bullying. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents

## **30. Racist Incidents**

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## **31. Mental Health**

All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals can make a diagnosis of mental health problems; however staff are well placed to observe day to day behaviours which may suggest concerns linked to mental ill health or increased risks of mental ill health. Where children have

experienced abuse and/or adverse childhood experiences, it is important to understand that this can have a lasting impact.

### **32. Emotionally Based School Avoidance**

Emotionally Based School Avoidance (EBSA) is a term referring to reduced or non-attendance at school by a student.

EBSA does not just mean not attending school entirely. Staff may also observe students:

- not attending some lessons
- avoiding some physical spaces or people

There is no one reason why students avoid school. It varies by individual and is usually caused by a combination of factors. Factors could include:

- anxiety, depression or other mental health concerns
- trauma and adverse childhood experiences
- low levels of self-confidence or self-esteem
- loss and bereavement
- poor parental mental health
- bullying
- difficulties making and maintaining friendships, being socially isolated.

#### What will the school do?

There is a whole school approach to mental health which benefits students, staff and families. This means involving all aspects of the school community promoting and supporting wellbeing.

Our Attendance Officer and the pastoral/safeguarding team work very closely to identify any patterns of absence. This includes first day phone calls, home visits, inviting families to discuss strategies and support.

Support could include:

- Pastoral Support
- Learning Mentor
- Counselling in school
- Mental Wellbeing Practitioner

In severe cases the school may, in discussion with the student and parent, offer a staggered timetable and build this back up to a full timetable over a number of weeks.

The school will also work with external agencies including the Attendance Officer at Ealing, Social Services, GP, housing and in exceptional circumstances the school may make a referral to Ealing Alternative Provision (medical need).

### **33. Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, student voice, participation in anti-bullying week, asking children to report whether they have felt safe/unsafe at break/lunchtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

### **34. Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment, in relation to internet use, and when away from the school undertaking school trips and visits.

### **35. Safer Recruitment**

The school complies with the requirements of Keeping Children Safe in Education (DFE 2024) and Local Safeguarding Children Board (LSCB) by carrying out the required checks and verifying all applicants' identity, qualifications and work history.

At least one member of each recruitment panel will have attended Safer Recruitment Training. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately cleared.

The school maintains a Single Central Record of recruitment checks undertaken.

### **36. Volunteers**

Volunteers, including Governors, will undergo checks commensurate with their work in the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

### **37. Contractors**

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

### **38. Site Security**

Visitors to the school are asked to sign in and are given an ID badge. All visitors are expected to observe the school's Safeguarding and Health & Safety regulations.

### **39. Extended School and off-site arrangements**

All extended and off site activities are subject to risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, the school's Child Protection and Safeguarding Policy and procedures apply.

When students attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

### **40. Monitoring and Evaluation**

**Our Child Protection Policy and Procedures will be monitored and evaluated by:**

- Governing Body visits to the school
- Child Protection Governor to monitor via visits, scrutiny of CP records, training records, safety walks with students, review of assembly topics, scrutiny of fire/lockdown procedures and review of 'hot topics'
- Student surveys and questionnaires
- Using **CPOMS** to analyse data and trends.
- Scrutiny of Attendance and punctuality data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for Senior Leadership Team and Governing Body to monitor
- Review of parental concerns and parent questionnaires

**This policy also links to our policies/guidance on:**

- Behaviour for Learning and Inclusion Policy, which includes physical intervention
- Whistleblowing
- Staff Code of Conduct
- Allegations against staff

- Parental Complaints Procedure
- Attendance
- Anti-bullying
- Health & Safety
- CPSHE which includes Drug Education, Child Sexual Exploitation
- Relationships, Sex and Education
- Self Harm Policy
- E-Safety, including acceptable use policy for staff
- SEND
- Teaching and Learning

### **Reviews and Operation of this Policy**

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Róisín Walsh**

**These appendices are based on the Department of Education's statutory guidance, Keeping Children Safe in Education 2024**

**Appendix One - Types of abuse**

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

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

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

Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

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

## **Appendix Two - Specific Safeguarding Issues.**

This appendix is mostly based on the advice in Keeping Children Safe in Education, in particular annex B.

### **Children missing from education**

Staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding concerns. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

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

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

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

### **Mental Health**

At Dormers Wells High School we are aware that mental health problems can be an indicator that a student has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a student's life, and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL. Where there are concerns for a student's mental health, we will seek advice from a trained professional or recommend parents take their child to their GP or other health professional, who would be able to make a diagnosis of a mental health problem ([Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/mental-health-and-behaviour-in-schools.pdf))

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

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

Indicators of CCE can include a child:

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

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

### **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

#### **Signs include:**

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile devices and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Domestic abuse**

The Domestic Abuse Act 2021 provides a statutory definition of domestic abuse and recognised the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.



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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

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

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

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

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

If any member of staff is concerned about a child/family being homeless they should follow school procedures and report this to the DSL who will get in contact with the family and liaise with social care and the appropriate council.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

In addition, since February 2024 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18<sup>th</sup> 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.

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

The DSL will:

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

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

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

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

### **FGM**

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

Section 7 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Staff understand that they must report to the DSL where they believe that an act of FGM appears to have been carried. Those failing to report such cases may face disciplinary sanctions.

Indicators that FGM has already occurred include:

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

A girl:

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

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

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

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman".

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

### **Prevent Duty**

From 1 July 2015 all schools have a duty to fulfil Prevent. Protecting children from the risk of radicalisation is seen as part of Dormers Wells High Schools wider safeguarding duties and is similar in nature to protecting children from other harms whether these come from within their family or are the product of outside influences.

Prevent duty is not intended to stop students debating controversial issues but to build resilience to radicalisation as we will teach values that will challenge extremist views. Via our CPSHE programme students will have the opportunity to learn about the dangers of extremism and be able to identify signs of radicalisation.

We will provide a safe space where students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

### **What we will do;**

- Ensure that governors, staff, parents and students are aware of the increased risk of online radicalisation and assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- Be alert to changes in student's behaviour, which could indicate that they may be in need of help or protection.
- When it is appropriate, make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people.
- Provide staff with WRAP (Workshop to Raise Awareness of Prevent) training.
- Ensure that suitable filtering is in place on our IT system ([www.smoothwall.com](http://www.smoothwall.com)) to prevent and ensure that students are safe from terrorist and extremist material when accessing the internet in school and whilst using our devices.
- Ensure that students understand how to stay safe online and provide parents with guidance and advice on how to best to support their children.

### **Extremism, Radicalisation & Social Media**

As aforementioned, schools have a vital role to play in protecting students from the risks of extremism and radicalisation. Protecting children from the risk of radicalisation is part of Dormers Wells High Schools wider Safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe from risks posed by extremists and terrorist exploitation of social media will be approached in the same way as safeguarding children from any other online abuse.

Terrorist organisations are trying to radicalise and recruit young people through an extensive use of social media and the internet as well as via social community gaps. As with other online harms, every member of staff needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

In the same way that staff are vigilant about signs of possible physical or emotional abuse in any of our students, if we have a concern for the safety of a specific young person at risk of radicalisation, we will follow our school's safeguarding procedures, and where deemed necessary, we will discuss the case with Ealing Social Care. As Ealing is in a 'Channel' priority area, we will also seek the support of our 'Prevent' lead practitioner.

Where necessary we will also contact the Metropolitan Police (non-emergency) on 101 or if a child's life is in immediate danger from any extremist organisation or that they may be imminently planning to travel to Syria or Iraq we will dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

### **Child on Child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children.
- 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 nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy.

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) children are at greater risk.

Staff are aware of the importance of:

- Challenging inappropriate behaviours.

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

### **Serious violence**

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

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

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

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Breast ironing**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects to try to make them stop developing or to disappear. This is usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures, men believe that as soon as a girl has breasts, she is ready to have sexual relationships. There have been incidents of this happening in the UK; you may notice an unwillingness to get changed for PE, pain when moving or a flattened breast area.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

### **Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+)**

As a school, we believe that respect for ourselves and others are a fundamental right and responsibility of/for all. We will always challenge inappropriate language or behaviour and never ignore 'banter'. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Dormers Wells High School.

### **Children in Alternative Provision**

The safeguarding of any student who is in alternative provision, remains the school's responsibility.

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

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

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

Approximately over 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor educational outcomes as well as poor mental health. We will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children. See also NICCO

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

All visitors will be required to verify their identity to the satisfaction of staff.

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

Visitors are expected to sign in and wear a visitor's badge.

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

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

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

## **Appendix 3: allegations of abuse made against staff - Low level Concerns**

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school 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 allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

All low-level concerns **must** be shared with the headteacher and if the headteacher is not available then with the DSL

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

### **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 will 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 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

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

### **Records will be:**

Kept confidential, held securely and comply with the DPA 2018 and UK General Data Protection Regulation (UK GDPR)

Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, we will refer it to the designated officer at the local authority

Retained at least until the individual leaves employment at the school

### **References**

We will not include low-level concerns in references unless:

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance; and/or

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

## **Appendix 4 Recruitment and selection process**

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### **Advertising**

When advertising roles, we will make clear:

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

### **Application forms**

Our application forms will:

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

### **Shortlisting**

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

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

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

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.

The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

In addition, as part of the shortlisting process we may consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview

### **Seeking references and checking employment history**

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

When seeking references, we will:



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

### **Interview and selection**

When interviewing candidates, we will:

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

### **Pre-appointment vetting checks**

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

### **New staff**

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

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

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

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

### **Contractors**

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

This will be:

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

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

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

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

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

### **Trainee/student teachers**

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

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

### **Volunteers**

We will:

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

### **Staff working in alternative provision settings**

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

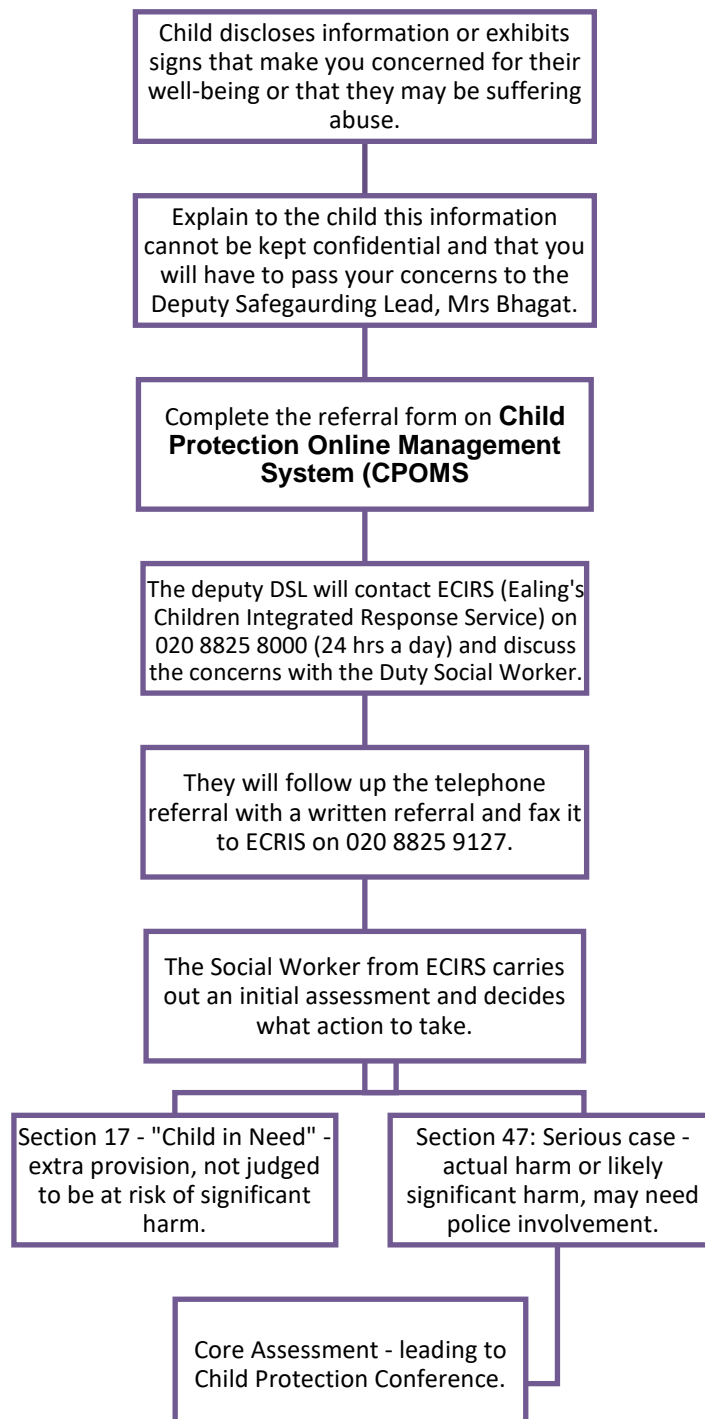
## **Appendix 5 Curriculum Mapping – Safeguarding September 2024**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Bullying and E-Safety including cyber bullying</b>	<p>Crime Day workshops.</p> <p>Unit on E-Safety (CS) – Propaganda and bias, judging online information</p> <p>Through Discussions (RE)</p> <p>Bullying and Cyber Bullying (Drama)</p> <p>‘Private Peaceful’ (En)</p> <p>Bullying (CPSHE) – Gender based bullying, islamophobia</p> <p>Bullying online, puberty and changes to the body (CPSHE)</p> <p>Bullying (PE)</p>	<p>Unit on E-Safety (CS) – Technical aspects and how to protect yourself from malicious actors</p> <p>Through Discussions (RE)</p> <p>Online consent, sending inappropriate images and consequences (CPSHE)</p>	<p>Unit on legal and ethical issues – discuss hacktivism and responsible online behaviour (CS)</p> <p>Through Discussions (RE)</p> <p>Photo Story Project based on bullying and cyber bullying (Pho)</p> <p>Civil Rights (His) (CPSHE) CSE including grooming and unhealthy relationships</p> <p>Designing a website – how to keep themselves private (Pho)</p> <p>Unit on E-Safety (CS)</p>	<p>Through Discussions (RE)</p> <p>Respect homophobic bullying (CPSHE)</p> <p>Internet Fraud, hacking etc (BS)</p>	<p>Through Discussions (RE)</p> <p>SRE – contraception, healthy/unhealthy relationships, parenting (CPSHE)</p> <p>Internet Fraud, hacking etc (BS)</p>	<p>Some KS5 students choose this for their personal projects. (Pho)</p> <p>Civil Rights (His)</p> <p>Internet Fraud, hacking etc (BS)</p>
<b>Child Sexual Exploitation (CSE)</b>	<p>Unit on E-Safety (CS)</p> <p>Through Discussions (RE)</p> <p>Confidentiality (CPSHE)</p>	<p>Unit on E-Safety including exploitation and online tracking via location based services (CS)</p> <p>Through Discussions (RE)</p>	<p>Through Discussions (RE)</p> <p>CSE (CPSHE) – Drama workshop</p> <p>Chelsea’s Choice drama production</p>	<p>Child Labour (BS)</p> <p>Through Discussions (RE)</p>	<p>Child Labour (BS)</p> <p>Through Discussions (RE)</p> <p>Healthy/unhealthy relationships (CPSHE)</p>	<p>Child Labour (BS)</p> <p>Caring (H/SC)</p>

<b>Domestic Abuse</b>	Through Discussions (RE)	Through Discussions (RE) Watch Over Me – Personal Safety (CPSHE)	Through Discussions (RE) Poetry and relationships (En)	Through Discussions (RE) Family Unit (Soc)	Through Discussions (RE) Poetry and relationships (En)	Some KS5 students choose this for their personal projects. (Pho) Family Unit (Soc) Crime and defiance (Soc)
<b>Drugs and Alcohol</b>	Crime Day workshops. Through Discussions (RE) Drugs in the Olympics (His) Drugs and Alcohol (CPSHE)	Through Discussions (RE) Stimulus - Alcohol (Drama)	Through Discussions (RE) 'SHARPS' Project (CPSHE)	Through Discussions (RE) 'SHARPS' Project (CPSHE) Effects on the Body (GCSE PE)	Through Discussions (RE) Defiant Behaviour (Soc) (GCSE PE)	19 <sup>th</sup> Century Literature 'A level' (En) Drugs (Geo) Some KS5 students choose this for their personal projects. (Pho) Defiant Behaviour (Soc)
<b>Gangs and Youth Violence</b>	Crime Day workshops. Through Discussions (RE)	Through Discussions (RE) Watch Over Me – Personal Safety (CPSHE)	Through Discussions (RE) Knife Crime (CPSHE)	Through Discussions (RE) "Promises" (Drama) "Detention Centres" (Drama) Respect (CPSHE)	Through Discussions (RE) Defiant Behaviour (Soc) Knife crime (CPSHE)	Some KS5 students choose this for their personal projects. (Pho) Defiant Behaviour (Soc)
<b>Female Genital Mutilation (FGM)</b>	Through Discussions (RE) The Body (Bio)	Through Discussions (RE) The Body (Bio) RSE (CPSHE)	Through Discussions (RE) The Body (Bio)	Through Discussions (RE)	Through Discussions (RE) RSE (CPSHE)	

<b>Radicalisation</b>	Unit on E-Safety (CS) Through Discussions (RE)	Unit on E-Safety (CS) Through Discussions (RE) Media Influences (CPSHE)	Unit on E-Safety (CS) Through Discussions (RE)	Through Discussions (RE) Respect (CPSHE)	Through Discussions (RE) Radicalisation – Watch Over Me 4 (CPSHE)	
<b>Sexting</b>	Unit on E-Safety (CS) Through Discussions (RE)	Unit on E-Safety (CS) Through Discussions (RE) Watch Over Me – Personal Safety (CPSHE)	Unit on E-Safety (CS) Through Discussions (RE)	Through Discussions (RE) Parenting (CPSHE)	Through Discussions (RE)	
<b>Teenage Relationships</b>  <b>Child-on-child abuse.</b>	Through Discussions (RE)	Through Discussions (RE) RSE (CPSHE)	Through Discussions (RE) “Fronts” (Drama)	Through Discussions (RE) “Promises” (Drama) “Detention Centres” (Drama)	Through Discussions (RE) RSE (CPSHE)	
<b>Mental Health</b>				Mental illness investigated (CPSHE)		

## **Dormers Wells High School Child Protection referral flowchart for school staff**

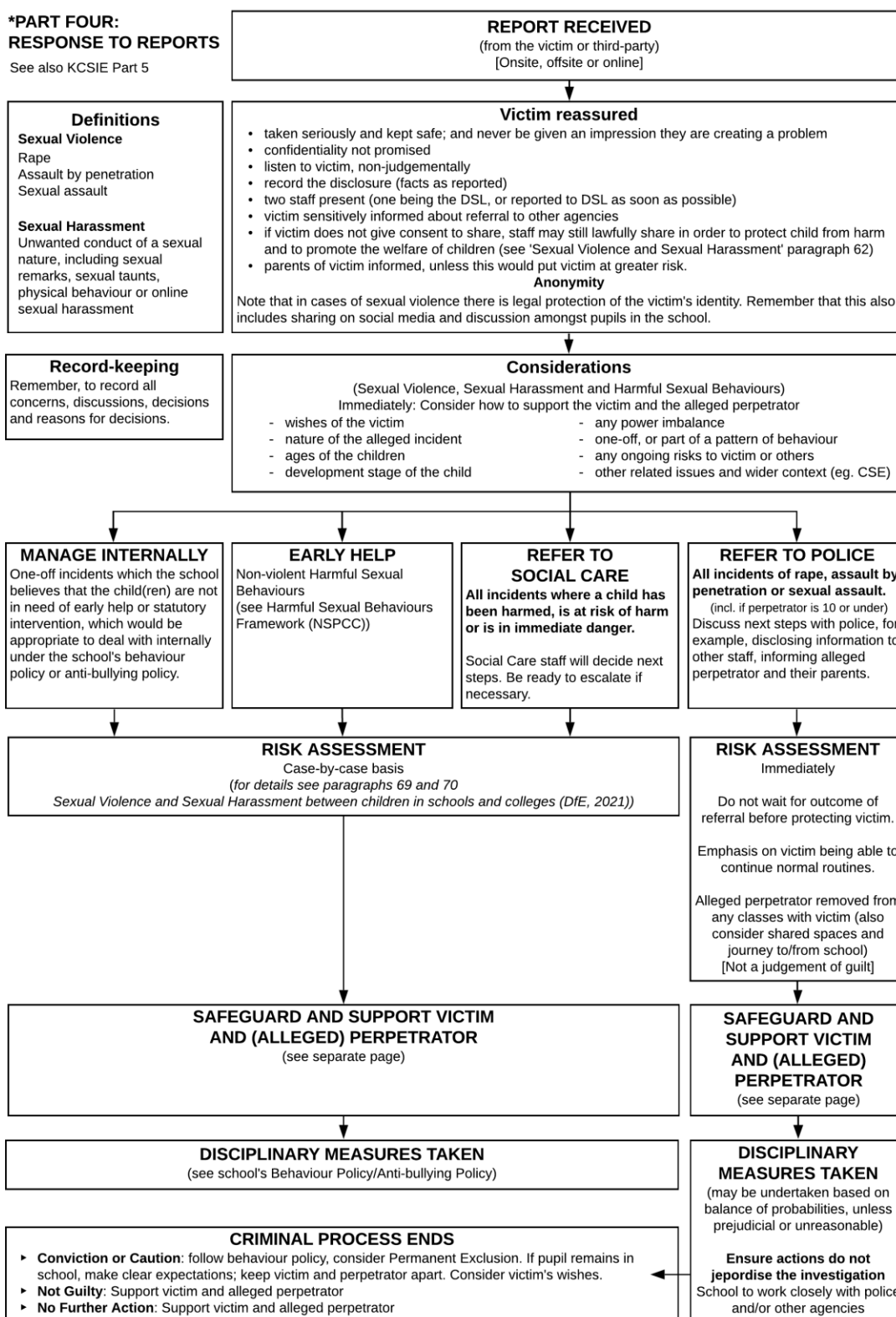


**The DSL will feedback to the person who made the referral and the safeguarding team.  
Information to other staff will be disseminated as and when necessary.**

## Appendix 7 Sexual Violence and Sexual Harassment flowchart

### \*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



Source:

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

## **Appendix 8 Child Protection Concern Form**

### **Child Protection Initial Concerns Referral Form**

Child's Initials :	
Child's DOB :	
Form Group:	
Date and time of concern :	
Your account of the concern (what was said, observed, reported and by whom)	
Additional information : (your opinion, context of concern/disclosure)	
Your response : (what did you do/say following the concern)	
Action and response of CP Designated Lead: .	
Your name :	Your signature :
Your position in school :	Date and time of this recording :

Please check you have completed the following:

- ✓ Child clearly identified by initials only throughout the form
- ✓ Name, designation and signature of the person completing the record populated
- ✓ Date and time of any incidents or when a concern was observed
- ✓ Date and time of written record
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim)
- ✓ Record free of jargon
- ✓ Written in a professional manner without stereotyping or discrimination



