



CHILD PROTECTION AND SAFEGUARDING POLICY

Dormers Wells High School

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

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| Ratified by Governors | October 2020 |
| Review Date | October 2021 |
| 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 2019
- 'Safeguarding Children in Education' (DfES / 0027 / 2004)
- HM Government: 'Working together to safeguard children', 2018
- HM Government: What to do if you are worried a child is being abused
- HM Government: Information sharing
- 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 (April 2016)

| Key Personnel | Name | Contact details |
|--|--|--|
| Designated Safeguarding Lead (DSL) | Ms R Walsh | rwalsh@dwhs.co.uk 0208 566 6446 |
| Deputy DSL | Mrs A Bhagat | abhagat@dwhs.co.uk 0208 566 6446 |
| Assistant DSL | Mrs P Whitehead | pwhitehead@dwhs.co.uk 0208 566 6446 |
| Other DSL's | Ms McKay, Mr Jammu, Ms Cole, Mrs Kullar, Mrs Dhillon and Ms Laporte | 0208 566 6446 |
| Designated member of the Governing Body with Child Protection Responsibilities | Mrs Julia Taylor | 0208 566 6446 |
| Local Authority Designated Person (LADO) | Kogie Perumall (Ealing) | perumallk@ealing.gov.uk 0208 825 8930 |
| 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: smithp@ealing.gov.uk 0208 825 8000 |

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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 2019)

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 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 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 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 difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching 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.

2. Equalities Act

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All staff will receive Part 1 of Keeping Children Safe in Education at the beginning of the academic year, which staff will need to sign to say they have read the document.

All new staff and trainee teachers will have to attend a training session on child protection awareness as part of their induction programme. Any member of staff who starts mid year they 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.

All school staff will be kept up to date on child protection awareness via 'hot topics', emails, staff bulletins and staff briefings.

3. 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 DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training which will be renewed every 5 years.

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.

4. Responsibilities

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.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday, and the records are passed on to the child's next school or college. All records are sent securely marked 'confidential' for the attention of the DSL with an acknowledgement receipt.
- 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 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.
- 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 training opportunities to ensure staff are aware of prevalent issues such as **radicalisation, self-harm, suicide, forced marriages, peer abuse, county lines, mental health, sexting and domestic violence**.
- **The Deputy 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 Deputy Designated Safeguarding Lead:

The Deputy and Assistant DSL will undergo the same training as the DSL and in the absence of the DSL will carry out those functions necessary to ensure the on-going safety and protection of students. In the event of long-term absence of the DSL, the Deputy DSL will assume all of the functions above.

5. 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 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.
- 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.
- Taking action 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.

6. Specific Safeguarding issues

All staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware that student behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff should be aware safeguarding issues could manifest themselves via **peer to peer abuse**. This is most likely to include bullying (including cyber-bullying), gender based violence/sexual assaults and sexting.

Useful information can be found on the TES, MindEd and NSPCC website. Staff can also access government guidance on the issues listed below via www.gov.uk:

- Bullying including cyber-bullying
- Children missing education (point 12)
- Child sexual exploitation (CSE) (Appendix 1)
- Peer to Peer abuse (Appendix 1)
- Breast ironing (Appendix 1)
- On-line abuse (Appendix 2)
- Grooming (Appendix 2)
- Sexual Violence and Sexual Harassment (Appendix 1)
- Child Criminal Exploitation – County Lines (Appendix 1)
- Homelessness (Appendix 1)
- Children and the court system (Appendix 1)
- Upskirting (Appendix 1)
- Domestic violence (Appendix 2)
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM) (Appendix 2)
- Forced marriage (Appendix 2)
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Hate Crime
- Honour Based Violence (Appendix 2)
- Mental health
- Private fostering
- Preventing radicalisation (Appendix 3)
- Relationship abuse
- Sexting (Appendix 2)
- Trafficking

7. 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 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 sexual exploitation and sexual behaviours/healthy relationships, drugs, county lines, grooming, online abuse, mental health etc.**

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.

8. 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.

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.

9. 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, noting what was seen or said, putting the event into context and giving the date, time and location. This record must be signed and dated and passed onto the DSL.

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. A copy of the records will be kept. A signature of receipt will be requested.

10. 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 DCPOs and to seek further support as appropriate.

11. 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.

12. Allegations against staff

All school staff should 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 to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile devices by staff and volunteers will be given at induction.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made to a member of staff, or information is received which suggests that a person may be unsuitable to work with children, the member of staff must inform the Headteacher immediately.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Headteacher first.

The school will follow Ealing procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless advised otherwise as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

13. Whistle-Blowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the 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.

Whistle-blowing in regards 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

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.

14. 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.

15. Children Missing in Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse or neglect. Staff are asked to alert the schools DSL officer if they suspect that a child's sustained absence from school is of concern. If a student is suspected as being 'missing in education' reasonable enquiries will be made by attendance staff/learning mentors to establish why the student is not in school. This will include home visits and notifying the Local Authority, Social Care and the Police in order to identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

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.

16. 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.

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

17. 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 fair 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 pupil 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.

18. 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 all forms for example, cyber, racist, LGBT, homophobic and gender related bullying. We keep a record of known bullying incidents. 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

19. 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.

20. 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, 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.

21. 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.

22. Safer Recruitment

The school complies with the requirements of Keeping Children Safe in Education (DFE 2019) 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.

23. 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.

24. 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.

25. 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.

26. 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.

27. Monitoring and Evaluation

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

- Governing Body visits to the school
- Student surveys and questionnaires
- 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 Conduct
- Allegations against staff
- Parental Complaints Procedure
- Attendance
- Anti-bullying
- Health & Safety
- CPSHE which includes Drug Education, Child Sexual Exploitation
- Relationships, Sex and Education
- 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

Appendix One

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named /lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds, which did not have appropriate treatment, or adequate explanation. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - ❖ Understanding what is proposed based on age, maturity, development level, functioning and experience
 - ❖ Knowledge of society's standards for what is being proposed
 - ❖ Awareness of potential consequences and alternatives
 - ❖ Assumption that agreements or disagreements will be respected equally
 - ❖ Voluntary decision
 - ❖ Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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.

Peer to Peer abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the DSL. It may be considered a safeguarding matter if the allegation is around:

- physical abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- emotional abuse
- blackmail or extortion
- threats and intimidation
- sexual abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- encouraging other students to engage in inappropriate sexual acts
- photographing of students performing indecent acts
- sexting
- bullying
- gender related issues
- sexualised touching
- violence
- gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units and fraternities and sororities.

The signs of this may include:

- changes in behaviour
- sudden reluctance or refusal to participate or engage
- avoiding particular students
- staying close to adults
- self-harm
- angry outbursts
- decline in academic performance
- excluding themselves
- sudden development of sexualised behaviours
- vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'.

Students will be taught how to recognise, keep themselves safe and report peer on peer abuse within their CPSHE lessons. All incidents will be investigated and dealt with by the DSL.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include sexual comments, such as:

- telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims 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.

If staff have a concern about a child or a child makes a report to them, they should follow the school's referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

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.

Lesbian, Gay, Bisexual and Transgender (LGBT)

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.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to Social Services should be made.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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 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.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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.

Appendix Two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Social Care or the Forced Marriage Unit 020 7008 0151.

Honour Based Violence

'Honour Based' Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and related practices. All forms of HBV are abuse.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015, a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in Dormers Wells High School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details

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

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher 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 the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the however Designated Child Protection Officer (DCPO) should be informed and a report to the police should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non---medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy– partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is The 'One Chance' rule. It is essential that settings/schools/colleges take action **immediately** and call Social Care.

On-line abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile devices. Children and young people may experience cyber bullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers.

Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms and images/videos can be stored and shared with other people.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female and they could be of any age.

Many children and young people don't understand that they have been groomed, or that what has happened is abuse. Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. They may also try to gain the trust of the whole family so they can be alone with the child.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age as the child online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays.
- using secrets and intimidation to control children

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want. Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Online grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It is easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- Public comments that suggest a child has low self-esteem or is vulnerable.

Groomers do not always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds. Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Sexual Images (sexting)

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed.

- Person/student under 18 creates a sexual image of themselves and shares it with another person under 18.
- Person/student under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/student under 18 is in possession of sexual imagery created by another person under 18

All incidents of sexual images should be reported to the DSL. The image/s and the device they are stored within should be confiscated, examples would be:

- naked student

- topless girl
- image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved'.

- Refer to the DSL who will meet with the student
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that is not possible
- If there is a concern that the student is at risk of harm, we will contact social care and/or the police

We will always refer to the policy or social care if an incident involves:

- an adult
- coercion, blackmail or grooming
- concerns about capacity to consent (e.g. SEN)
- images show a typical sexual behaviour for the student's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Domestic Violence

Domestic violence represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

How does Domestic Violence affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic violence so when you are considering changes in behaviours and concerns about a child, think about whether domestic violence may be a factor.

Appendix 3

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 multiagency 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 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.

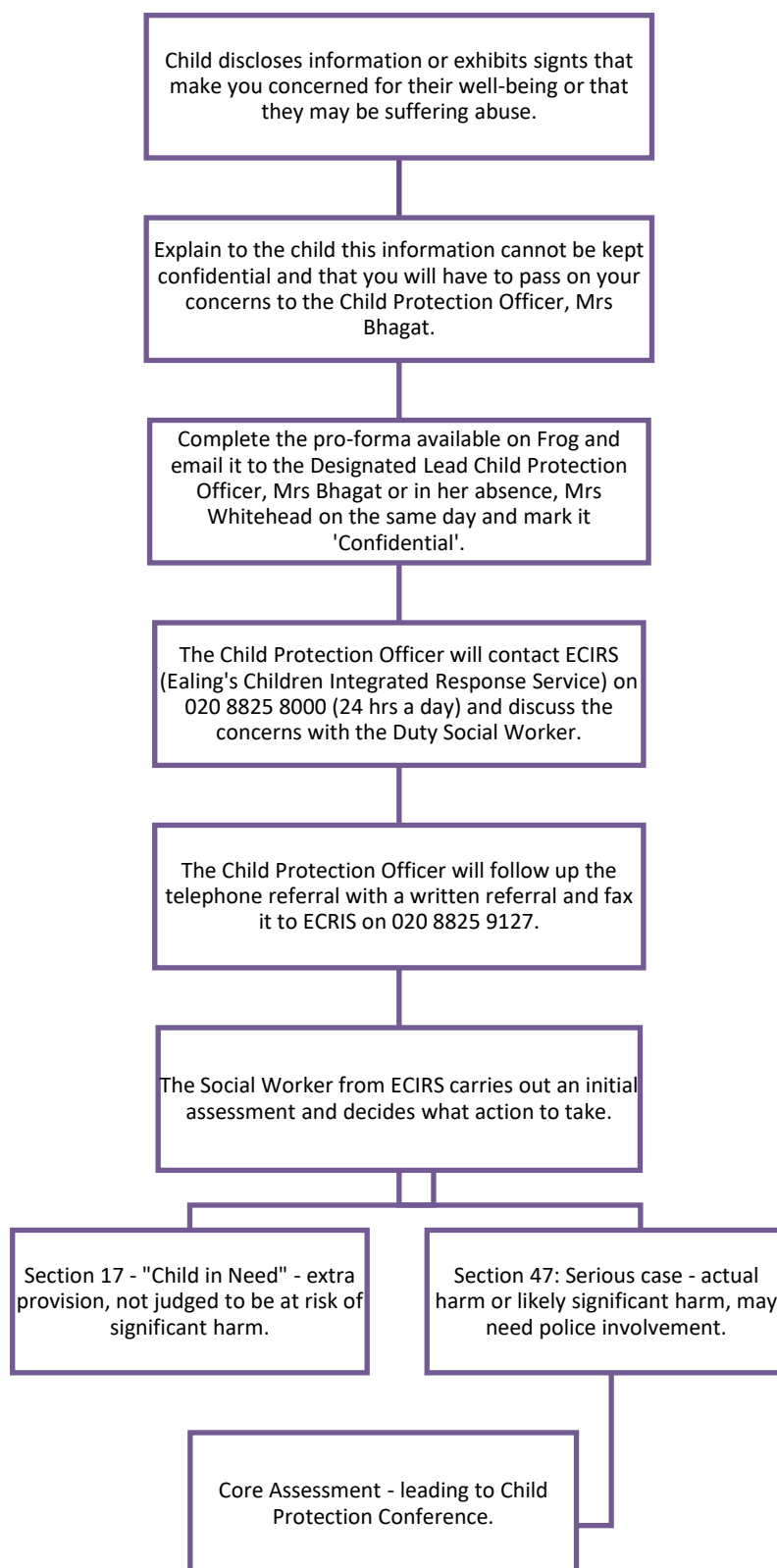
During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe from risks posed by extremists and terrorist exploitation of social media will be approached in the same way as safeguarding children from any other online abuse.

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 'Prevent' 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.

Dormers Wells High School Child Protection referral flowchart for school staff



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

