The Haven School
Wolston

'A place to belong'

Safeguarding and Child Protection Policy

Control Sheet

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Version	**Date of review**	**Author**	**Note of revisions**
02	September 2022	M Cain	The updated the *Keeping Children Safe in Education* (KCSIE) came into force in September 2022. Amendments have been made to this Policy to reflect the changes made to Parts 1-5 of KCSIE, including: 1. Use of the term 'child-on-child abuse' rather than 'peer-on-peer abuse' throughout. 2. Removed references to the DfE guidance Sexual violence and harassment between children in schools and colleges as this has now been merged into KCSIE. 3. Added definitions of 'victim', 'perpetrator' and 'alleged perpetrator' provided in the KCSIE summary. 4. Added references to the management of low level concerns. A Low Level Safeguarding

			Concerns Policy has been developed in response to the changes to Part 2 of KCSIE. The updated guidance can be found at: KCSIE 2022
03	May 2023	M Cain	Entry added to state how the pupils will be supported to learn how to keep themselves safe in response to Ofsted recommendation.
01	September 2023	A Besley	The updated the *Keeping Children Safe in Education* (KCSIE) came into force in September 2023. Amendments have been made to this Policy to reflect the changes made to Parts 1-5 of KCSIE, including: 1. Online searches: Paragraph 221 P.55 states that "schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks". 2. Filtering and monitoring: *I.* *Paragraph 103 P.28 makes it clear that the designated safeguarding lead (DSL) has responsibility for "understanding the filtering and monitoring systems and processes in place" as part of their remit.* *II.* Paragraph 124 on page 32 expressly notes that "an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" should be included in safeguarding and child protection training at induction for all staff. *III.* Paragraph 138 on page 36 says a school's child protection policy should include how appropriate filtering and monitoring technology on school devices and school networks form part of its work in this area. 3. Clarification on allegations against agencies and individuals: Paragraph 377 on page 91 in Part 4, details how schools should handle any allegations made against an outside organisations or individual using school premises. This could relate to the school premises being used by community groups, sports associations or any service providers that run extracurricular activities. *The advice states*: "As with any

			safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO [local authority designated officer].”

Associated documents:	
School Policies • Low Level Safeguarding Concerns • Safer Recruitment and Selection • Staff Code of Conduct • Allegations of Abuse Against Staff • Expectations for Learning • Attendance Management • Pupil Anti-Bullying • Whistleblowing	• Health and Safety Policy • GDPR • Supporting Pupils with Medical Conditions • Relevant local safeguarding procedures
Links to:	
Statutory Guidance: • Keeping Children Safe in Education (September 2023) • Teachers’ standards (July 2011) • The Prevent Duty: Departmental advice for schools and childcare providers (April 2019) • Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (February 2019) • Mandatory Reporting of Female Genital Mutilation – procedural information (Home Office October 2015 - updated January 2020) • Multi-agency statutory guidance on female genital mutilation (updated July 2020) • Alternative provision - DfE Statutory Guidance (updated June 2016) • Education for children with health needs who cannot attend school - DfE Statutory	

Guidance (May 2013)
- Children Act 1989 – Private fostering
- Equality Act 2010
- Public Sector Equality Duty 2011
- Human Rights Act 1998
- Sexual Offences Act 2003
- Children missing education (updated September 2016)
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Warwickshire Safeguarding
- Other relevant local safeguarding procedures

Non-Statutory Guidance:
- What to do if you're worried a child is being abused (March 2015)
- Information Sharing: Advice for practitioners (July 2018)
- Department for Digital, Culture, Media and Sport and UK Council for Internet Safety guidance: Sharing nudes and semi-nudes: how to respond to an incident (December 2020)
- Elective Home Education (Updated April 2019)
- Teaching about relationships sex and health (Updated March 2021)
- Teaching online safety in schools (June 2019)
- Mental health and behaviour in schools

Other Guidance and References:
- Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings (April 2020)
- UK Safer Internet Centre: Appropriate filtering and monitoring
- Schools COVID-19 operational guidance and Safeguarding and remote education during coronavirus (COVID-19)
- NSPCC Learning- Undertaking remote teaching safely during school closures.
- NSPCC guidance on whistleblowing
- PSHE Association
- UKCIS: Education for a connected world (Updated June 2020)
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Better Health
- Home Office: National referral mechanism guidance
- Home Office: Preventing youth violence and gang involvement
- Home Office: Criminal exploitation of children and vulnerable adults: county lines

- Disrespect NOBODY: What is relationship abuse?
- Brook: Healthy lives for young people
- Warwickshire County Council: Early Help in Warwickshire
- Warwickshire Young Carers
- Safer Young Lives Research Centre: Contextual Safeguarding

Contents

Contents	Page
1. Purpose and aims	3
2. Our ethos	4
3. Equality statement	6
4.Roles and responsibilities	6
5. Training and induction	11
6. Procedures for managing concerns	15
7. Online safety and the use of mobile technology	19
8. Records and information sharing	24
9. Working with parents and carers	26
10. Child protection conferences	26
11. Safer recruitment and selection	27
12. Safer working practice	28
13. Managing allegations against staff and volunteers	28
14. Relevant policies	29
15. Policy review	29
14.Appendix A - Suspect child at risk action to take	30
15. Appendix B - Safeguarding induction sheet	31
16. Appendix C – Vulnerability	32
17. Appendix D - Child sexual exploitation	33
18.Appendix E - Child Criminal Exploitation/ County Lines	35
19. Appendix F - Belief and faith-related abuse Female Genital Mutilation (FGM)	36
20. Appendix G - So-called ‘honour-based’ violence	38
21. Appendix H - Forced marriage	39
22. Appendix I - Radicalisation	41
23. Appendix J - Private fostering	43
24. Appendix K - Children missing education	43
25. Appendix L – Child on child abuse	46
26. Appendix M - Sexually harmful behaviour	49
27. Appendix N - Trafficking and modern slavery	51
28. Appendix O - Domestic abuse	53
29. Appendix P- Self harm	55
30. Appendix Q – Young Carers	56
31. Appendix R - Key safeguarding contacts (LAs/Location)	57
32. Appendix S – Notification of suspected/admitted/known abuse of child(ren) to Social Services	60
33. Appendix T – Body map	62
34. Appendix U – Warwickshire Form C - Logging a concern about a child’s safety and welfare	64

35. ICT acceptable use agreement (pupils and parents/carers)	67
36. Acceptable use agreement (staff, governors, volunteers and visitors)	70
37. Online safety incident report log	72

1. Purpose and aims

The Haven School Wolston is committed to safeguarding and promoting the welfare of all Pupils. The purpose of its Safeguarding Policy is to ensure every child who is a registered pupil at the School is safe and protected from harm. This means the School will always work to:

- protect children and young people at the School from maltreatment;
- prevent the impairment of children's and young people's health or development;
- ensure that children and young people at the School grow up in circumstances consistent with the provision of safe and effective care;
- undertake that role so as to enable children and young people at the School to have the best outcomes.

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

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

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

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.

Children includes everyone under the age of 18.

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 (LA);
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA; and
- The chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

This Policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and the legal responsibility to safeguard and promote the welfare of all children at the School.

The School fully recognises the contribution it can make to protect children from harm and aims to support and promote the welfare of all children who are registered pupils. The elements of this Policy are prevention, protection and support.

The School recognises that its safeguarding responsibilities are clearly linked to those for ensuring that appropriate safeguarding responses are in place for children who are absent from the School or who go missing from education, particularly on repeat occasions. The Designated Safeguarding Lead will convene a weekly meeting to discuss all persistently absent pupils and those who go missing to identify any potential risk of abuse and neglect, including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce any risk of future harm.

This Policy applies to all pupils, staff, parents, School Board members, volunteers and visitors. Prior to implementing this Policy, the School Board and the Headteacher have considered a range of factors to help identify and focus on the key issues for the School, the local community and has reviewed referrals, considered local context and local issues accordingly in order to identify its key priorities.

2. Our ethos

The child's welfare is of paramount importance the School will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at the School will be able to talk freely to any member of staff if they are worried or concerned about something. This will support our holistic vision of '*enhancing young lives for a brighter future'*.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. The School recognises that staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

All staff, governors, volunteers and regular visitors will, through training and induction, know how to recognise indicators of concern, symptoms of abuse and how to respond to a disclosure from a child and how to record and report this information. Staff will not agree to make promises to any child and will not keep secrets. The adult will make it clear to the child what they will have to do with any information they have chosen to disclose. The adult 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 may not recognise their experiences are harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. This should not stop staff from having a 'professional curiosity' and speaking to the Designated Safeguarding Lead (DSL) about any concerns.Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a School-wide safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. The School also has a statutory duty to report and record any incidents of 'Upskirting'. It is vital that staff endeavour to reduce the additional barriers for those who may be LGBT and provide a safe space for them to speak out or share their concerns with members of staff.

All staff will be provided with Part 1 of Keeping Children Safe in Education (September 2023) at the start of each academic year (or during induction on joining if later) and they are required to sign to confirm they have read and understood the content of the document.

All parents/carers are made aware of the School's responsibilities for safeguarding and child protection through the publication of this Policy on the School website and the providing of hard copies where requested.

Safer recruitment and selection
The relevant staff and governors involved in School selection and recruitment procedures have completed the appropriate training. They are responsible for making appropriate checks on staff suitability, including Disclosure and Barring Service checks, and for ensuring that the School holds and maintains a Single Central Record of all staff and regular volunteers in accordance with government guidance. More detailed information can be found in the School Safer Recruitment and Selection Policy.

Managing low level concerns
The School has robust procedures in place for dealing with safeguarding concerns or allegations about staff which may not reach the threshold for harm which can be found in the Low Level Concerns Policy.

Managing allegations of abuse against staff including supply teachers and contractors
Where a concern or allegation about staff meets the threshold for harm the School has robust procedures in place for dealing with these which can be found in the School Allegations of Abuse Against Staff Policy.

Throughout the curriculum the School will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe; this will also be extended to include material that will encourage children to develop essential life skills. Relevant issues will be addressed through the PSHE curriculum including, for example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, safety, gangs and bullying. The School has made use of some of the resources available from the PSHE Association and the Jigsaw programme in devising its PSHE curriculum.

At all times the School will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (February 2019) and work in partnership with local safeguarding procedures.

Supporting students to be able themselves safe
To keep themselves safe, students will be taught to know that their body belongs to them, that they have the right to say no, and that they should tell a safe adult if they are worried. Students will be taught the correct names for the parts of the body and what to do if someone tries to touch them in a sexual way. It is important for students to understand that no-one has the right to touch their private parts (other than for medical reasons) and that they should not touch the private parts of anyone else.

Students will be taught to understand that:

- Their clothes and underwear covers their private parts and that no one should ask to see or touch them except that sometimes a doctor, nurse or family members might have to, but that they will always explain why and ask if it is alright to do so first.
- Their body belongs to them and that no one should ever make them do things that make them

feel embarrassed or uncomfortable; if someone asks to see or tries to touch them they should say ‘NO’ and tell someone they trust or feel comfortable speaking to.

- No means no and that they have the right to say no, even to a family member or someone they love; they are in control of their body and the most important thing is how they feel and if they want to say ‘NO’, it is their choice.
- There are good and bad secrets. Good secrets may be things like surprise parties or presents for other people, but bad secrets can make them feel sad, worried or frightened and they should tell an adult they trust about a bad secret straight away.
- It is good to talk about things that make them worried or upset; if they feel sad, anxious or frightened they should talk to an adult they trust which does not have to be a family member but can be a teacher, friend’s parent or even Childline.

3. Equality statement

Some children have an increased risk of abuse, both online and offline, 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 and/or disabilities (SEND) or health conditions.
- 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 or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

4. Roles and Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to the School to ensure that they carry out the requirements of this Policy which is consistent with the procedures of the three safeguarding partners and, at all times, work in a way that will safeguard and promote the welfare of all pupils. This includes the responsibility to provide a safe environment in which children can learn. Our policy also applies to extended school and off-site activities.

The School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism,

misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.
This will be underpinned by our:

- Expectations for Learning Policy.
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships.
    - Boundaries and consent.
    - Stereotyping, prejudice and equality.
    - Body confidence and self-esteem.
    - How to recognise an abusive relationship (including coercive and controlling behaviour).
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
    - What constitutes sexual harassment and sexual violence and why they are always unacceptable.

The School Board and the Headteacher are accountable for ensuring the effectiveness of this Policy and compliance with it. Although the School Board takes collective responsibility to safeguard and promote the welfare of pupils, the Headteacher also serves as the Designated Safeguarding Lead and is supported by a Deputy Designated Safeguarding Lead and together they take day-to-day responsibility for safeguarding within the School. Details of School staff with key responsibilities for safeguarding are provided below:

Role	**Name**	**Contact Details**
Designated Safeguarding Lead	Anna Besley	Anna.Besley@thehavenwolston.co.uk
Deputy Designated Safeguarding Lead	Cheryl Marsden	Cheryl.Marsden@thehavenwolston.co.uk
Deputy Designated Safeguarding Lead	Chris Healy (from 15.9.23)	Chris.Healy@thehavenwolston.co.uk
School Proprietor	Steve Farmer	Steve.farmer@thehavenwolston.co.uk
Nominated Board Member for Safeguarding and Child Protection	Cheryl Monaghan	Cheryl.monahgan@thehavenwolston.co.uk

The School Board will ensure that:

- The Safeguarding and Child Protection Policy is in place and is reviewed annually, is available publicly via the School website and has been written in line with Warwickshire Local Authority guidance and the requirements of the local safeguarding partners' policies and procedures.

- The School contributes to inter-agency working in line with Working Together to Safeguard Children (February 2019).
- There is a Designated Safeguarding Lead (DSL) to take the lead responsibility for safeguarding and child protection and that there is also Deputy Designated Safeguarding Leads who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for the DSL role.
- All staff receive induction in the School arrangements for safeguarding and child protection on appointment and are provided with a copy of this Policy and the Staff Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly, and at least annually, with follow up activities to evidence understanding.
- Appropriate procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education (September 2023).
- It remedies without delay any weakness in regard to safeguarding arrangements that are brought to their attention.
- It facilitates a whole School approach to safeguarding and child protection, which means ensuring they are at the forefront and underpin all relevant aspects of School processes and policy development.
- All systems, processes and policies should operate with the best interests of the child at their heart.
- A zero tolerance approach is taken to child on child abuse and that the Safeguarding and Child Protection Policy will include procedures to minimise the risk of it occurring.
- Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what support and services to provide.
- Systems are in place, are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- As part of the requirement for staff to undergo regular updated safeguarding and child protection training, including online safety and the requirement to ensure children are taught about safeguarding and child protection including online safety, that this training is integrated, aligned and considered as part of the whole School safeguarding approach and wider staff training and curriculum planning.
- The School has taken account of the UK Safer Internet Centre guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.
- Where children are being asked to learn online at home the School has taken account of the advice provided to support schools to do so safely, including:

    1. NSPCC Learning - Undertaking remote teaching safely during school closures.
    2. PSHE - PSHE Association coronavirus hub.

- Appropriate filters and online monitoring systems are in place and that the DSL or Deputy DSL are flagged when an incident arises.

When services or activities are provided by the School, under the direct supervision or management of its staff, its arrangements for safeguarding will apply. However, where services or activities are

provided separately by another body this is not necessarily the case; it will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed), and ensure that there are arrangements in place to liaise with the School on these matters where appropriate.

The School Board will receive a termly safeguarding report from the DSL; this will record the training that has taken place and any outstanding training requirements for the School. It will also record a summary of all safeguarding activity.

The School Board will appoint one member as its own Lead Member for Safeguarding and Child Protection; they will undertake a range of 'safeguarding and child protection visits' over the year to monitor compliance within the safeguarding and child protection agenda. They will receive termly updates from the DSL and provide and share the main headlines from these with the School Board at their meetings accordingly.
The School Board will ensure that:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure.
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll) the School Board will:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Chair of the School Board will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

All members of the School Board will read Keeping Children Safe in Education in its entirety.
Section 15 of this policy has information on how governors are supported to fulfil their role.

The Headteacher is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL).

- Identifying members of staff to be the Designated Deputy Safeguarding Lead.
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) and/or the Designated Deputy Safeguarding Lead in their absence to ensure there is always cover for these roles, including during periods of School closure.
- Ensuring that the policies and procedures are noted by the School Board, particularly concerning referrals of cases of suspected abuse and neglect, and are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures.
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of Keeping Children Safe in Education (September 2023).

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in a timely fashion using Safeguarding tab on the MIS system Aims or the Warwickshire Form C - Logging a concern about a child's safety and welfare (Appendix U) and handed to the DSL.

During term time the Designated Safeguarding Lead and/or the Deputy Designated Safeguarding Lead will always be available (during School hours) for staff in the School to discuss any safeguarding concerns. If, in exceptional circumstances, both of them are not available on the School site in person, they will be available via telephone or other means of communication. There will also be a cover rota arranged between them for the School holidays.

The DSL, or DDSL as appropriate, will attend child protection conferences and core group meetings. Through appropriate training, knowledge and experience they, or other appropriately designated member of staff, will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to them, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will oversee written records and child protection files ensuring that they are kept confidential and stored securely.

The DSL is responsible for ensuring that all staff members and volunteers are aware of the Policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

All staff are responsible for:

- Reading and understanding part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and reviewing this guidance at least annually.
- Signing a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforcing the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).

- Providing a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- 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 deputies, the Expectations for Learning policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education.
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection.

5. Training and induction

When new staff join the School they will be informed of the safeguarding arrangements in place during their initial induction process. They will be given a copy of the School's Safeguarding Policy along with the Staff Code of Conduct, Part One of Keeping Children Safe in Education (September 2023); and informed who the Designated Safeguarding Lead (DSL) and Deputy DSL (DDSL) are. All staff are expected to read these key documents (and to sign a staff register to confirm that they have read Part one) and fully understand their responsibilities. They will also be informed of the School's recording procedures.

In addition to the safeguarding induction, the School will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education (September 2023).

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding

systems and their responsibilities, and can identify signs of possible abuse or neglect. It will also include how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL).This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Be in line with advice from the 3 safeguarding partners.
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- Have regard to the Teachers' Standards to support the expectation that all teachers will:
- Manage behaviour effectively to ensure a good and safe environment.
- Have a clear understanding of the needs of all pupils.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

All regular visitors, temporary staff and volunteers to the School will be given a set of safeguarding procedures; they will be informed who the DSL and alternative staff members are and what the recording and reporting system is.

The DSL, Deputy DSL, the alternative designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The School Board will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all the children at the School.

The School actively encourages all staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of Keeping Children Safe in Education (September 2023) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. All staff are expected to use the Safeguarding tab on Aims or the Warwickshire Form C - *Logging a concern about a child's safety and welfare* (Appendix U) and a record will be kept by the DSL of all staff access to safeguarding documentation. In addition, throughout the School year the School will brief staff on key issues identified within Keeping Children Safe in Education (September 2023).

The School will ensure that children will receive the right help, at the right time to address risk and prevent issues from escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action, which include:

- Failing to act and refer early signs of abuse and neglect.
- Poor record-keeping Failing to listen to the views of the child.
- Failing to re-assess concerns when situations do not improve.
- Not sharing information, delays in sharing.
- Lack of challenge to those who appear not to be taking action.

Our School policies and procedures aim to address all areas of poor practice and we ensure staff

seek advice when unsure.

All staff should have an awareness of safeguarding and child protection issues, some of which are listed below. They should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including online or cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the relevant School policies and procedures with regard to child on child abuse and have a duty to help ensure that children understand that the law on child-on-child abuse is there to protect them, not criminalise them.

Staff have been made aware of the Department for Digital, Culture, Media and Sport and UK Council for Internet Safety guidance on the sharing of nude and semi-nude images which has replaced their sexting advice. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual sharing is illegal and abusive. The guidance provides detailed advice about sharing of nudes and semi-nude images and videos.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for academies can be found on the TES and NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- child abduction and community safety incidents
- child on child abuse as detailed in this policy;
- children and the court system
- children missing from education;
- children missing from home or care;
- children with family members in prison;
- child sexual exploitation (CSE) and child criminal exploitation (CCE);
- cybercrime (including sexting and online abuse);
- bullying including online bullying;
- domestic abuse;
- drugs;
- fabricated or induced illness;
- faith based abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- homelessness;
- honour based violence and abuse;
- hate;
- intra-familial harms;
- mental health (refer to the end of this section below);
- missing children and adults;
- poor parenting, particularly in relation to babies and young children;
- private fostering;

- preventing radicalisation;
  - sexting;
  - sexual violence and harassment between children in schools and colleges;
  - teenage relationship abuse; and
  - trafficking, modern slavery and the National referral mechanism guidance;

The School has taken due account of and will ensure that staff are made aware, as appropriate to their role, of the following sources of support and information:

- The one-stop page for teachers on GOV.UK, which can be accessed at Teaching about relationships sex and health which includes teacher training modules on the RSHE topics and non- statutory implementation guidance;
- DfE advice for schools: teaching online safety in schools;
- UK Council for Internet Safety (UKCIS)[32] guidance: Education for a connected world;
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow; and
- Public Health England: Better Health (Sept 2021).

Mental health

The School can access a range of advice to help staff to identify children in need of extra mental health support, this includes working with external agencies.

Staff must be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Any member of staff or volunteer who suspects a child or young person is suffering mental illness will record, consult and share their concerns with the Designated Safeguarding Lead or Deputy DSL.

Only appropriately trained professionals can attempt to make a diagnosis of a mental health problem but staff are trained to recognise signs and indicators for identifying children whom may need extra mental health support and are aware of the escalation procedures.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood. It is key that staff are aware of how their experiences can impact on their mental health, behaviour and education.

It can be difficult to know if a child is suffering as they often keep it to themselves but some characteristics for poor childhood mental health *may* include:

- Becoming withdrawn from family and friends;
- Persistent low moods and unhappiness;
- Tearfulness and irritability;
- Worries that stop them carrying out day to day tasks;
- Sudden outbursts of anger directed towards others or themselves;
- Loss of interest in activities that they used to enjoy; and
- Problems eating or sleeping.

More information can be found in the Mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children; its resource Better Health provides links to

all materials and lesson plans.

6. Procedures for managing concerns

All staff must follow the School's procedures which are consistent with Working Together to Safeguard Children (February 2019) and Keeping Children Safe in Education (September 2023).

It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL prior to any discussion with parents.

Adults in the School are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or School staff being alerted to concerns.

Definitions:

- As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.
- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Staff must be able to understand the importance of intra-familial harms.
- **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse** and **neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused by other children or adults in a family or institutional or community setting by those known to them or more rarely by others.
- **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.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe or adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may

feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **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 physical or mental 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 and clothing, 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 caretakers);
    - ensure access to appropriate medical care or treatment;
    - it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Contextual Safeguarding**
  Safeguarding incidents and/or behaviours can be associated with factors outside of the School and can occur between children outside the School. Staff should be considering the context within such incidents and/or behaviours. This will be done through assessing the wider environmental factors that are present in a child's life that are a threat to their safety and welfare.

Reporting

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Staff are also encouraged to actively consider children who might present as vulnerable (see Appendix C). Disclosures or information may be received from pupils, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that they can make an informed decision of what to do next. It is essential that when they make a report of abuse, all victims are reassured that they are being

taken seriously and that they will be supported and kept safe. How the School responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of School staff.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'.
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgments regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the person will be involved as appropriate.
- Record using the Safeguarding tab on the AIMS MIS system or on the Warwickshire Form C - *Logging a concern about a child's safety and welfare* (Appendix U) and hand this to the DSL.

The Haven School Wolston adheres to child protection procedures that have been agreed locally through the local safeguarding partners. Where children and families in need of support are identified, the School will carry out its responsibilities in accordance with local threshold guidance.

Every member of staff including volunteers working with children at the School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to act as outlined in this Policy.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this Policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this Policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the School. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or DDSL or, if unavailable, to the alternative designated person. In the absence of the above, the matter should be brought to the attention of the Nominated Board Member for Safeguarding and Child Protection.

All concerns about a child or young person should be reported without delay and recorded using the MIS system Aims or the Warwickshire Form C - *Logging a concern about a child's safety and welfare* (Appendix U).

Following receipt of any information that raises concern, the DSL will consider what action to take and will seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with local Children's Services procedures. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services and/or the police immediately.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL, the Deputy DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this Policy in the first instance. They may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternative and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this Policy, should raise their concerns with the Headteacher or the Nominated Governor for Safeguarding and Child Protection.

If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact Children's Services directly with their concerns.

The School recognises that children are also vulnerable to physical, sexual and emotional abuse by other children or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, sexting and initiation/hazing type violence and ritual. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child on child abuse.

The School recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, and these are discussed in staff training. These additional barriers can include:

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

The School recognises that staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary action.

The DSL will provide guidance and support to staff on this requirement. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015). (see Appendix D)

The School recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The School will ensure that:

- Through training, staff, volunteers and School Board members will have an understanding of what radicalisation and extremism is, why staff in the School need to be vigilant and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in the School by using effective filtering, monitoring and usage policies.
- The DSL has received Prevent training and will act as the point of contact within the School for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with local Channel procedures and will represent the School at Channel meetings as required.
- The School will promote the spiritual, moral, social and cultural development of pupils through the curriculum.

If early help is appropriate, the Designated Safeguarding Lead will generally lead on liaising with the 3 safeguarding agencies, other agencies and setting up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, acting as the lead practitioner. Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

7. 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 (including filtering and monitoring systems) in place to ensure the online safety of pupils, 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.

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, antisemitism, 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 pupils 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 pupils are encouraged to do so, including where they are a witness rather than a victim.
- In **Key Stage 3**, pupils will be taught to:
    - Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
    - Recognise inappropriate content, contact and conduct, and know how to report concerns.
- Pupils in **Key Stage 4 and 5** will be taught:
    - To understand how changes in technology affect safety, including new ways to protect their online privacy and identity.
    - How to report a range of concerns.
- By the **end of their time at The Haven Wolston**, pupils will know:
    - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence that carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- The safe use of social media and the internet will also be covered in other subjects where relevant.
- Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via communications sent directly to them. 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, including:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff mobile phones should be kept in the staffroom or staff offices at all times.
- Staff are allowed to take their mobile phone on a school trip for use in an emergency, but the should never be used to take photos or to contact students.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Inform all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

- The sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones is explained in the Expectations for Learning policy.
- Inform all staff, pupils and parents/carers that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- All pupils, parents/carers, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1 to 3). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.
- The use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.
- We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above and restrict access through filtering systems where appropriate.
- 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. Blue Click are responsible for The Haven Wolston's filtering and monitoring systems. They are responsible for: -
- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material.
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly.
- Conducting a full security check and monitoring the school's ICT systems on a weekly basis.
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files.
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this Policy.
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy.

This list is not intended to be exhaustive.

All staff members will take appropriate steps to ensure their work devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.

- Keeping operating systems up to date by always installing the latest updates.
- Staff members must not use the device in any way that would violate the school's terms of acceptable use.
- Work devices must be used solely for work activities.
- If staff have any concerns over the security of their device, they must seek advice from the Headteacher.

- Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident. The school will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Examining electronic devices

The Headteacher, and the SENCO, can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or:
- Is identified in the school rules as a banned item for which a search can be carried out, and/or;
- Is evidence in relation to an offence.

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the Headteacher.
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it.
- Seek the pupil's co-operation.

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- Cause harm, and/or:
- Undermine the safe environment of the school or disrupt teaching, and/or:
- Commit an offence.

If inappropriate material is found on the device, it is up to the staff member in conjunction with the Headteacher to decide on a suitable response. If there are images, data or files on the device that

staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- They reasonably suspect that its continued existence is likely to cause harm to any person, and/or
- The pupil and/or the parent/carer refuses to delete the material themselves
- If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:
- **Not** view the image
- Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on screening, searching and confiscation and the UK Council for Internet Safety (UKCIS) guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Any searching of pupils will be carried out in line with:

- The DfE's latest guidance on searching, screening and confiscation
- UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people
- Our Expectation for Learning Policy
- Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

8. Records and information sharing

If staff are concerned about the welfare or safety of any child at the School, they will record their concern using the MIS system AIMS or the Warwickshire Form C - *Logging a concern about a child's safety and welfare* (Appendix U). Any concerns should be passed to the DSL without delay.

Any information recorded will be kept in on AIMS in the safeguarding section and/or in a separate named file, in a secure cabinet, and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within the School on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in this file, or on the AIMS system. The records will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All safeguarding files will include a chronology, contents front cover and will record significant events in the child's life.

When a child leaves the School, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. The School will retain evidence to demonstrate that it has acted accordingly when dealing

with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via the School Safeguarding Log audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the School roll to home educate, the School will make arrangements to pass any safeguarding concerns to the DSL of the receiving school and the relevant Local Authority.

It should be noted that the School is not required to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school which the pupil transfers to.

In terms of confidentiality, it should be remembered that:

- Timely information sharing is essential to effective safeguarding.
- 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.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows 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 child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There is no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk).
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

- If staff are in any doubt about sharing information, they should speak to the DSL (or the Deputy DSL).

9.Working with parents and carers

The Haven School Wolston is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand statutory responsibilities in this area.

When new pupils join the School, parents and carers will be informed that there is a Safeguarding and Child Protection Policy. A copy will be provided to parents on request and is available on the School website. Parents and carers will be informed of the School's legal duty to assist colleagues in other agencies with child protection enquiries and what happens should there be cause to make a referral to Children's Services.

The School is committed to working with parents positively, openly and honestly and will ensure that all parents are treated with respect, dignity and courtesy. The School respects parents' rights to privacy and confidentiality and will not share sensitive information unless granted permission, or where it is necessary to do so in order to safeguard a child from harm.

The School will seek to share with parents any concerns about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the School requires parents to provide accurate and up to date information regarding:

- full names and contact details of all adults with whom the child normally lives.
- full names and contact details of all persons with parental responsibility (if different from above).
- emergency contact details (if different from above).
- full details of any other adult authorised by the parent to collect the child from the School (if different from the above).

The School will retain this information on the pupil file; it will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and it has been supplied with the adult's full details in writing.

10. Child protection conferences

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject

of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the School in respect of individual children. Usually the person representing the School at these meetings will be the DSL, Deputy DSL or other appropriate members of staff. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at the School. In order to complete such reports, all relevant information will be sought from staff working with the child in the School.

Clearly child protection conferences can be upsetting for parents. The School recognises that staff are likely to have more contact with parents than other professionals involved. The School will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. It is the responsibility of the School to promote the protection and welfare of all children and the aim is to achieve this in partnership with parents.

11. Safer recruitment and selection

The School will ensure that at least the Headteacher, the School Proprietor and the Nominated Board Member for Safeguarding and Child Protection have completed appropriate safer recruitment training. At all times the Headteacher will ensure that safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education (September 2023).

The School will use the recruitment and selection process to deter and reject unsuitable candidates; it will require evidence of original academic certificates and will not accept testimonials but insist on taking up references prior to interview. The School will question the contents of application forms if they are unclear, will undertake Disclosure and Barring Service checks and use any other means of ensuring the most suitable people to work with children are recruited and selected.

In addition, once the Appointment Panel has made its decision to make a conditional job offer to the successful candidate, the Chair of the Panel or Business Manager will carry out an online search on the candidate. This will be via a Google search, the purpose of which is to confirm their identity. In carrying out such searches the School will take due account of the legislation and the law for information on data protection and UK GDPR.

A record of the online search having been undertaken will be made by the Chair of the Panel or Business Manager adding a written note next to the name of the successful candidate on their application form. The note will read 'Online search conducted prior to sending offer letter' and must also be dated and signed by the Chair of the Appointment Panel or Business Manager. This version of the application form will then be saved and kept on the personnel file accordingly.

Unless the online search gives rise to a cause for concern, the successful candidate will then be contacted by the Chair of the Panel or Business Manager to advise of the conditional job offer as soon as practicable after the interview process has been completed, and the decision to appoint has been made.

Where the online search gives rise to a concern the Chair of the Panel or Business Manager should contact either the Headteacher, School Proprietor or HR for advice.

The Headteacher will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

12. Safer working practice

All adults who come into contact with children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the School to ensure that all adults who work with or on behalf of children are competent, confident and safe to do so.

All adults working at or visiting the School will wear a lanyard at all times. Staff badges state if staff are employees, visitors or Board members. One-off visitors will wear a lanyard with a hand-written visitor badge.

All staff will be provided with a copy of the School Staff Code of Conduct as part of their induction; they will be expected to know this, the approaches to positive handling and restraint as outlined in Expectations for Leaning Policy and to carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the approaches outlined in the Expectations for Leaning Policy must be adhered to.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the School, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (April 2020). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

13. Managing allegations against staff and volunteers

The School aims to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children; it recognises that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. The School recognises that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

Low level safeguarding concerns about the behaviour of an adult which may not reach the threshold for harm will be dealt with initially under the Low Level Safeguarding Concerns Policy; those which may reach the threshold for harm will be dealt with under the Managing Allegations of Abuse Against Staff Policy.

The School will take all possible steps to safeguard children and to ensure that adults in the School are safe to work with children; it will always ensure that the procedures outlined in the local procedures and Part 4 of Keeping Children Safe in Education (September 2023) are adhered to and

will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral.

If an allegation is made or information is received about any adult who works in the School which indicates that they may be unsuitable to work with children, the member of staff receiving the information will inform the DSL, Deputy DSL or the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher this should be reported to the Nominated Board Member for Safeguarding and Child Protection.

The DSL, Deputy DSL will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to be able to raise their concerns with the DSL, Deputy DSL or Headteacher should contact the LADO directly. Further NSPCC guidance on whistleblowing is available as is their whistleblowing helpline for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (available from 8:00am to 8:00pm, Monday to Friday) or via e-mail: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

In the event of a safeguarding allegation made against an outside organisation or individual using the school premises, the school will follow its safeguarding policy and procedures, including informing the LADO.

14. Relevant Policies

To underpin the values and ethos of the School and to ensure that pupils at the School are appropriately safeguarded the following policies are also included under the safeguarding umbrella:

- Staff Code of Conduct
- Low Level Safeguarding Concerns
- Managing Allegations of Abuse Against Staff
- Pupil Anti-bullying
- Expectations for Learning
- Safer Recruitment and Selection
- Whistleblowing
- Health and Safety
- GDPR
- Supporting Pupils with Medical Conditions

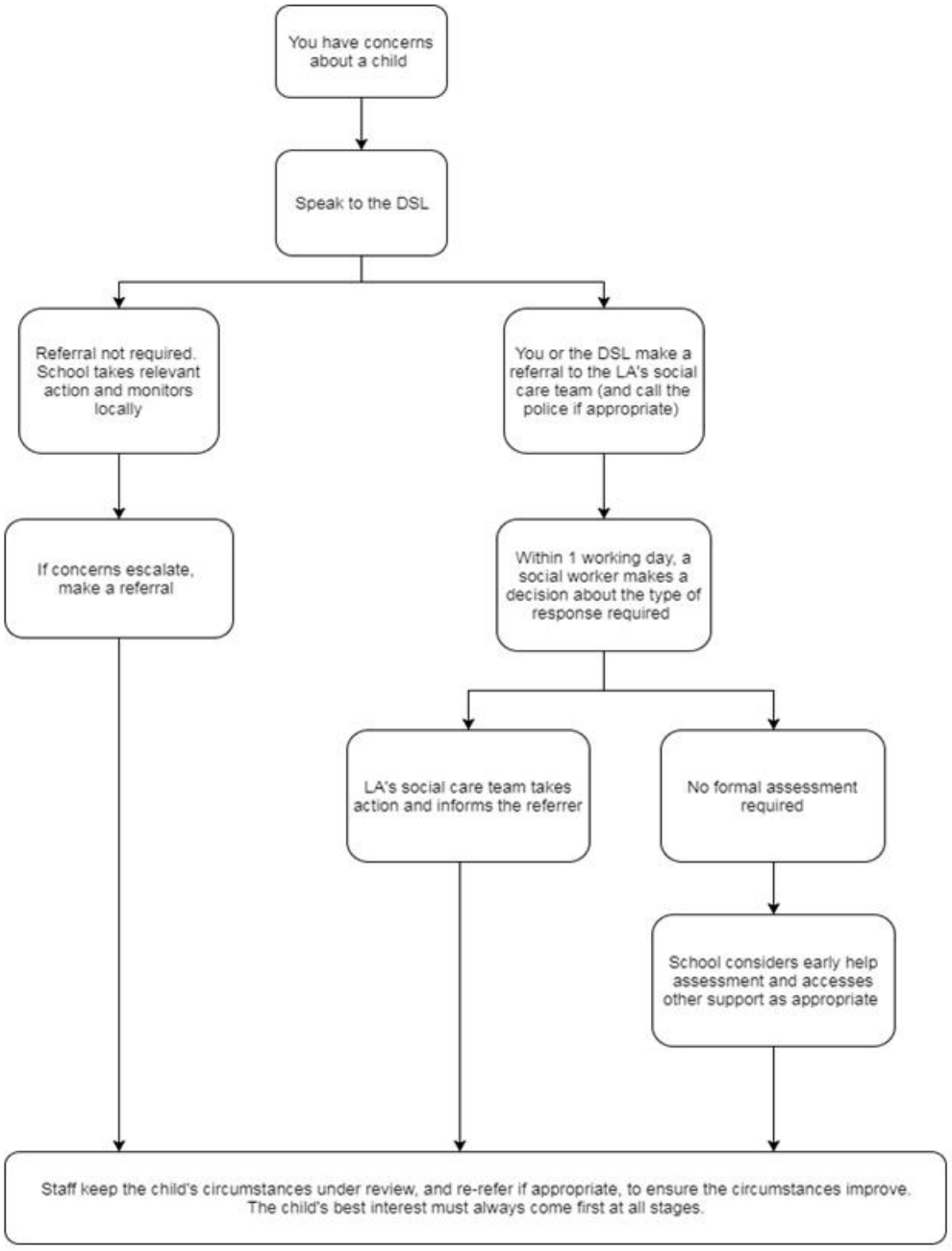
15. Policy review

The School will monitor and review the implementation and impact of this Policy annually. This may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary

14. Appendix A: Suspect child at risk action to take

Channels of communication should be quick and clear:

** Any member of staff who is unhappy with the joint decision made with the Designated Safeguarding Lead can consult with the Headteacher/Chair of the School Board or seek advice from key staff within the Local Authority.



15. Appendix B: Safeguarding induction sheet
(for new or supply staff and regular visitors or volunteers)

School staff have a statutory duty to safeguard and promote the welfare of children, and at the School we take this responsibility seriously.

If you have any concerns about a child or young person in the School, you must share this information immediately with the Designated Safeguarding Lead (DSL) or one of the alternative post holders below.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour; we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. If you are unable to locate one of the designated professionals, ask a member of the School office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's Foster Carer or a volunteer should be reported immediately to the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead or the Headteacher. If an allegation is made about the Headteacher, you should pass this information to the Chair of the School Board. Alternatively, you can contact the Local Authority Designated Officer (LADO). The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally (0800 028 0285: available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk).

The people you should talk to in School are:

Designated Safeguarding Lead (DSL):	Anna Besley, Headteacher
Contact details:	Anna.Besley@thehavenwolston.co.uk
Deputy Designated Safeguarding Lead (DDSL):	Cheryl Marsden, Senior Keyworker Chris Healy, SENCO/ Head of Post 16, Exams Lead (from 15.9.2023)
Contact details:	Cheryl.Marsden@thehavenwolston.co.uk Chris.Healy@thehavenwolston.co.uk
Nominated School Board Safeguarding and Child Protection Link:	Cheryl Monaghan
Contact details:	Cheryl.Monaghan@thehavenwolston.co.uk

16. Appendix C: Vulnerability

Alongside the specific safeguarding issues listed below staff should consider children who may be particularly vulnerable to abuse and may require early help: Factors that can increase vulnerabilities can include any children with additional needs including:

- children with special educational needs / disabled children (SEND).
- children facing housing issues such as frequent moves and homelessness.
- those living in families with chaotic lifestyles.
- families with increased stress, parental mental health and/or drug and alcohol dependency.
- those children living elsewhere, with friends, relatives, are in care or are leaving care.
- asylum seekers / refugees.
- those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability.
- children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse.
- children with communication difficulties.
- children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This this not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns. For more information on specific safeguarding issues please refer to Part 1 and Annex B of Keeping Children Safe in Education (September 2023).

17. Appendix D: Child sexual exploitation (CSE)

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

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.
- repeated sexually transmitted infections.
- in girls, repeated pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile phone.
- having unaffordable new things (clothes, mobile phone) 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 children.
- associating with other young people involved in sexual exploitation.
- recruiting other young people into exploitative situations.
- truancy, exclusion, disengagement with the 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.

All staff must be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school,

having experienced child maltreatment and having been involved in offending, such as theft or robbery. The School has taken account of the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

18. Appendix E: 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 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 purposes of transporting drugs.

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

A referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county line exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect a vulnerable adult over the age of 18 years.
- 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.
- 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 linked to gender, cognitive ability, physical strength, status and access to economic or other resources.

Signs and Symptoms may include:

- persistently going missing from home or the School.
- being found out of area.
- unexplained acquisition of money, clothes or mobile phone;
- excessive receipt of calls and text messages.
- relationships with older controlling individuals.
- associated with gangs.
- leaving home or care without explanation.
- suspicion of self-harm, physical assault or unexplained injuries.
- parental concerns.
- significant decline in School performance.
- significant changes in emotional wellbeing.

19. Appendix F: Belief and faith-related 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. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	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.
- fulfils 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:

- 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 Leon, 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 the 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 urinal tract infection.
- disclosure.

The 'One Chance' rule:

As with forced marriage there is the 'One Chance' rule. It is essential that staff take action **without delay**. As KCSIE now states: *'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions'*

Further information:
www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital- mutilation

20. Appendix G: So-called ‘honour-based’ violence

So-called ‘honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- female genital mutilation.
- forced marriage.
- breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

21. Appendix H: Forced marriage

Forcing a person into marriage is a crime in England and Wales. 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 the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Academies can play an important role in safeguarding children from forced marriage.

Signs and symptoms may include:

- pupils may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- they may have mental health disorders and display behaviours such as self-harming, self- cutting or anorexia.
- sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol.
- often pupils' symptoms can be exacerbated in the periods leading up to the holiday season.
- pupils may present with a sudden decline in their performance, aspirations or motivation.
- they may be subject to excessive restrictions and control at home.
- some pupils may not be allowed to attend any extra-curricular or after-School activities.
- girls and young women may be accompanied to and from the School, and even during lunch breaks.
- some pupils may stop attending the School.
- their homework is incomplete or appears rushed; this may be the result of being actively discouraged from doing it by family members.
- pupils may do their homework late at night, which frequently shows in the School because they are lethargic, unable to concentrate and have a general appearance of tiredness.
- professionals being told that the pupil is out of the country.
- there are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.
- conflict between the pupil and their parents about whether the pupil will be allowed to continue their education.
- family history of older siblings leaving education early and marrying early.

How education professionals can help:

- signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed.
- displaying relevant information e.g. details of the NSPCC Helpline, Childline, and appropriate local and national support groups on forced marriage.
- ensuring that a private telephone is made available should pupils need to seek advice discreetly.
- educating teachers, other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).

- encouraging young people to access appropriate advice, information and support.

22. Appendix I: Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on academies in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- establish or use existing mechanisms for understanding the risk of extremism.
- ensure staff understand the risk and build capabilities to deal with it.
- communicate and promote the importance of the duty.
- ensure staff implement the duty effectively.

Other duties on academies include:

- effective partnership working with other local agencies, eg. Safeguarding Partners (former LSCB) police, health, etc.
- information sharing.
- maintaining appropriate records.
- assessing local risk of extremism (including Far Right extremism).
- demonstrating they are protecting children.
- developing clear protocols for visiting speakers.
- safeguarding policies that take account of Local Safeguarding Partners' policies and procedures.
- training staff to give them knowledge and confidence.
- ensuring there is robust ICT protocols that filter out extremist materials.
- School buildings must not be used to give a platform to extremists.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet and social media. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indicators include:

- use of inappropriate language;
- possession of violent extremist literature;
- behavioural change;
- advocating violent actions and means;
- association with known extremists;
- seeking to recruit others to an extremist ideology.

Further information:

www.gov.uk/government/publications/prevent-duty-guidance

23. Appendix J: Private fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- children who need alternative care because of parental illness.
- children whose parents cannot care for them because their work or study involves long or antisocial hours.
- children sent from abroad to stay with another family, usually to improve their educational opportunities.
- unaccompanied asylum seeking and refugee children.
- teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- children staying with families while attending a school away from their home area.

There is a mandatory duty on the School to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:
www.gov.uk/government/publications/children-act-1989-private-fostering

24. Appendix K: Children missing education

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions. A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. 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 be absent or become missing 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

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 absent, 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.

The School must notify the Local Authority of any pupil who fails to attend the School regularly after making reasonable enquiries, or has been absent without the School's permission for a continuous period of 10 days or more. The School (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- has been taken out of the School by their parents and is being educated outside the School system (e.g. home education).
- has ceased to attend the School and no longer lives within a reasonable distance of the School at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the School of the change).
- displaced as a result of a crisis e.g. domestic violence or homelessness.
- has been certified by the relevant medical professional as unlikely to be in a fit state of health to attend the School before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the School after

ceasing to be of compulsory school age.

- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the School at the end of that period.
- has been permanently excluded.

The School will demonstrate that it has taken reasonable steps to ascertain the whereabouts of children that would be considered 'missing'. School absences may be a sign of abuse.

Further information:
Children Missing Education: statutory guidance for local authorities – September 2016
www.gov.uk/government/publications/children-missing-education

25. Appendix L: Child on child abuse

The Haven School Wolston recognises that children are vulnerable to and capable of abusing other children. Such abuse is taken as seriously as abuse perpetrated by an adult. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

In cases where child on child abuse is identified the School will follow child protection procedures, recognising that both the victim and perpetrator will require support. It is of the utmost importance that:

1. **All** staff should be aware that children can abuse other children (now referred to as child on child abuse). And that it can happen both inside and outside of the School and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
2. All staff should understand, that even if there are no reports in the School it does not mean it is not happening, it may be the case that it is just not being reported. It is important if staff have **any** concerns regarding child on child abuse they should speak to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.
3. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
4. Child on child abuse is most likely to include, but may not be limited to:
    - Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
    - Abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse);
    - 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 (which can happen inside and outside of the School) in the context of child on child, including offences under the Sexual Offences Act 2003 including 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;
    - Part 5 of Keeping Children Safe in Education (September 2023) sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
    - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); the DfE provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with

children and young people which outlines how to respond to an incident of nudes and semi-nudes being shared.

- 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; and
- 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).

The School recognises that child on child abuse can manifest itself in many ways such as:

- child sexual exploitation / child criminal exploitation;
- bullying;
- radicalisation;
- abuse in intimate friendships / relationship abuse;
- children who display sexually harmful behaviour;
- gang associated and serious violence; and
- technology can be used for bullying and other abusive behaviour.

There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us that girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). The School recognises that both boys and girls experience child on child abuse but they do so in gendered ways.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between two people. You don't have to be an 'official couple' to experience abuse and it doesn't matter what your relationship looks like; gay, straight or bi, or whether you're a girl, boy or have another gender identity.

Further information:
www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/ details some of the complicated reasons why children abuse other children, as the child may have:

- Been emotionally, physically, or sexually abused themselves.
- Witnessed physical or emotional violence.
- Viewed sexually explicit movies, video games or other materials.
- Just acted impulsively without meaning to harm anyone.

Child on child abuse must be taken extremely seriously for these reasons as it could be an indicator of even worse abuse going on in the child's home.

Preventing Child on Child Abuse:
Child on child abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children and:

- Have access to clear robust policies on dealing with key issues such as online bullying.
- Ensure staff and pupils are aware of the policies.
- Identify any blind spots within the School.
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who may be hiding in areas out of view.
- Take steps to prevent isolation.
- Separate children if needed.
- Increase supervision during key times.
- If they suspect a child is abusing another, ensure they pass this onto a Designated Person.
- Where risk is identified, have a student risk assessment in place.

26. Appendix M: Sexually harmful behaviour

Green Behaviours	Amber Behaviours	Red Behaviours
Are part of safe and healthy sexual development which are: ▪ displayed between children or young people of similar age or developmental ability ▪ reflect curiosity, experimentation, consensual activities and positive choices ▪ 'normal' but inappropriate within the School/classroom setting	Are potentially outside safe and healthy development due to: ▪ age or developmental differences ▪ activity type, frequency, duration or context	Are clearly outside safe and healthy development and: ▪ involve much more coerciveness, secrecy, compulsiveness and threats ▪ require action from School and other agencies

For further information of sexualised behaviour thresholds visit www.brook.org.uk.

Sexual violence and harassment in schools:

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

- sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline.
- sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting.
- physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes.
- online sexual harassment, which might include: non-consensual sharing of sexual images /videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

The School is aware of the importance of:

- making clear at an age-appropriate level 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".
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia; dismissing or tolerating such behaviours risks normalising them.

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. This is now a criminal offense so staff should report concerns immediately to the Designated Safeguarding Lead.

Further information: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between- children-in-schools-and-colleges

Sexting:
Sexting can be defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

If staff become concerned about a 'sexting' issue they should not look at, share or print any indecent image and should:

Step 1: if a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off

Step 2: seek advice: give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.

Concerning factors that DSLs should look out for:

- Is there a significant age difference between the sender/receiver?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Have these children been involved in a sexting incident before?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home situation?

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

Further information:
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

27. Appendix N: Trafficking and modern slavery

"Trafficking of persons" means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation includes, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

"Child" shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Why are children trafficked?

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty.
- Lack of education.
- Discrimination.
- Cultural attitudes.
- Grooming.
- Dysfunctional families
- Political conflict and economic transition.
- Inadequate local laws and regulations.

Potential indicators:

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation.
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy.
- Has a history with missing links and unexplained moves.
- Has gone missing from Local Authority care.
- Is required to earn a minimum amount of money every day;
- Works in various locations.
- Has limited freedom of movement.
- Appears to be missing for periods of time.
- Is known to beg for money.
- Performs excessive housework chores and rarely leaves the residence;

- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Has not been enrolled in the School;
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person;
- Is excessively afraid of being deported.

Further information:
www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

28. Appendix O: Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- Psychological.
- Physical.
- Sexual.
- Financial.
- Emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Staff must be able to understand the importance of intra-familial harms.

Signs, indications and effects:

It is often difficult to tell if domestic abuse is happening because it usually takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- become aggressive.
- display anti-social behaviour.
- suffer depression or anxiety.
- not do as well in the School, due to difficulties at home or disruption of moving to as well as from refuges.

Other signs and symptoms may include:

Becoming withdrawn, suddenly behaving differently, being clingy, problems sleeping, eating disorders, wetting the bed, soiling clothes, taking risk, being absent from the School, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts of suicide (see www.nspcc.org.uk).

Homelessness: types of homelessness and bad housing

- Living in temporary or emergency accommodation (such as B&Bs and hostels).
- Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions).
- Couch / sofa surfing, moving from one place to another.
- Being at risk of abuse or violence leading to homelessness or overcrowding.

Impact of homelessness

- Practical issues include loss of possessions required for the School e.g. books, uniform etc.
- Maybe unkempt due to lack of laundry services.
- Physically exhausted due to sleeping arrangements.
- Emotionally exhausted due to increased stress.
- Signs of severe emotional trauma leading to emotional stress, anxiety.
- Changes in behaviour or/and problematic behaviour.

- Pupil may become withdrawn or aggressive.
- If placed out of area they may arrive late or miss school due to transport / financial difficulties.
- The pupil's ability to maintain relationships may be affected.
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness.
- Impact on attainment levels and ability to learn.

29. Appendix P: Self harm

Self-harm refers to a person's harming their own body on purpose. About 1 in 100 people hurts himself or herself in this way. More females hurt themselves than males. A person who self-harms usually does not mean to kill himself or herself, however they are at higher risk of attempting suicide if they do not get help.

Self-harm tends to begin in teen or early adult years. Some people may engage in self-harm a few times and then stop. Others engage in it more often and have trouble stopping.

Examples of self-harm include:

- Cutting yourself (such as using a razor blade, knife, or other sharp object to cut the skin) Punching yourself or punching things (like a wall)
- Burning yourself with cigarettes, matches, or candles Pulling out your hair
- Poking objects through body openings
- Breaking your bones or bruising yourself

Many people cut themselves because it gives them a sense of relief. Some people use cutting as a means to cope with a problem. Some teens say that when they hurt themselves, they are trying to stop feeling lonely, angry, or hopeless.

Further information:
https://www.mentalhealth.gov/what-to-look-for/mood-disorders/self-harm

Appendix Q 30. Young Carers

The School understands that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help their brother or sister, they may also be giving emotional support to both their sibling and their parents.

The School is aware that some of the risks associated with being a young carer are risk of truancy, under- achievement, isolation, mental and physical ill health, poverty and stress. Staff will follow its safeguarding and child protection procedures if they have any concerns about a pupil that they know is a young carer.

Further information:

- Warwickshire County Council: Early Help in Warwickshire
- Warwickshire Young Carers

31. Appendix R: Key safeguarding contacts (LAs/Location)

NB. This appendix will be populated with the relevant contact information based on the pupils who join the School as they will come from a number of local authorities.

Social Care	
Warwickshire Safeguarding Children (Warwickshire Children and Families Front Door) Tel: 01926 414144 If not sure whether to make a referral: Tel: 01926 414144 and select option 3. Email: Multi-Agency Contact Form (MAC) and send via email to TriageHub@Warwickshire.gov.uk	*Out of hours Emergency Duty Team* Tel: 01926 886922
Within the West Midlands, there are twelve local areas that collaborate with regards to child safeguarding procedures. Interagency Safeguarding Procedures	

LADO	**Telephone/Email**
Warwickshire Referrals should be made on the Position of Trust Multi-Agency Referral Form (POT MARF), and emailed to the LADO at their direct email address. **Oxfordshire** **Northamptonshire** **Coventry**	Tel: 01926 745376 Email: lado@warwickshire.gov.uk Tel: 01865 810603 Email: lado.safeguardingchildren@oxfordshire.gov.uk. LADOConsultations@NCTrust.co.uk Designated Officer for North Northamptonshire, Sheila Kempster - 07831 123193 West Northamptonshire, Andy Smith - 07850 854309. lado@coventry.gov.uk

Police	**Telephone Number/Email**
Warwickshire Police Priory Rd, Warwick CV34 4NA Thames Valley Police	Tel**:** 01926 410111 Tel: 0800 555 111

Warwickshire Prevent Oxfordshire Prevent Northamptonshire Prevent Coventry Prevent	ctu_gateway@warwickshire.pnn.police.uk 0345 050 7666 prevent@northants.pnn.police.uk prevent@coventry.gov.uk
National Anti-Terrorist Hotline	0800789321 Police: 101 Submit report online

Local Authority CME Teams	Telephone Number/Email
Warwickshire Complete the Children Missing Education (CME) referral form (DOCX, 72 KB) and send securely. cme@warwickshire.gov.uk. **Oxfordshire** **Northamptonshire** **Coventry** Complete the Children Missing Education referral form: CME_Form_Nov_2020.docx (live.com) and send to cme@coventry.gov.uk	Tel: 01926 414144. Email: cme@warwickshire.gov.uk. Tel: 01865 323513 cmetracking.ncc@northnorthants.gov.uk

Oxfordshire	Tel: 01865 323513 Email:childrenmissingeducation@oxfordshire.gov.uk

32. Appendix S: Notification of suspected/admitted/known abuse of child(ren) to Social Services

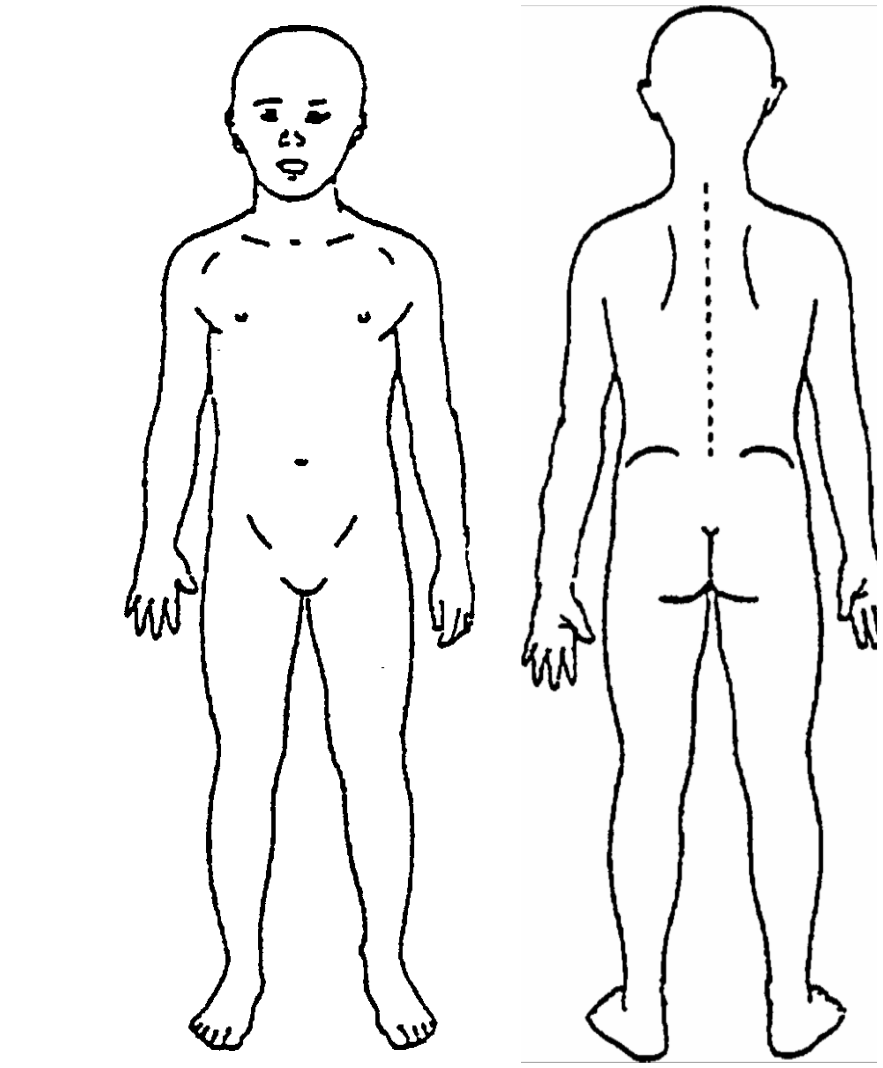
This form should be handed to the Designated Safeguarding Lead or the Designated Deputy Safeguarding Lead on the basis of information readily available and should not be delayed on the basis of incomplete information.

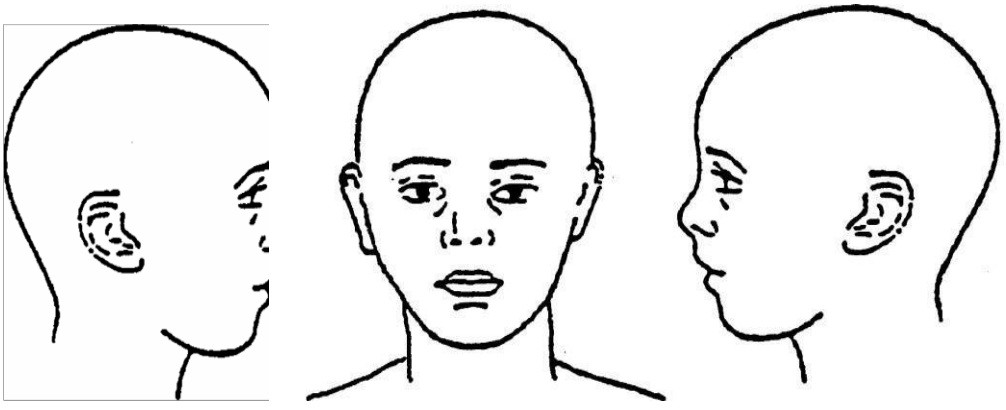
Child(ren)'s surname:	
Child(ren)'s forename(s):	
Child(ren)'s date of birth:	
Other name(s) by which the child(ren) may be known:	
Present location:	
Home address of child:	
Parent/guardian's surname:	
Parent/guardian's forenames:	
Parent/guardian's address:	
Parent/guardian's telephone number:	
Parental responsibility?	
If not, insert the names and addresses of those with parental responsibility:	
Surname/forenames, date of birth or age of any siblings/co-resident children:	
GP's name:	
GP's address:	
GP's telephone number:	

Professional agencies known to be involved with the family (contact name, address and telephone number):	
Reason for referral:	
Action already taken:	
Referred in writing/by telephone to:	
Date:	
Parents advised of referral?	
Child/young person advised of referral?	
Name of Designated Person:	
Signature:	
Date:	

33. Appendix T: Body map

Child's full name	DoB	Date





Description of injury / additional notes:		
Professional's name	**Professional's designation**	**Contact number/ email**

34. Appendix U: Logging a concern about a child's safety and welfare

Form C (green paper) – **This form must be completed in black ink**

(NB All concerns must be recorded but a Designated Safeguarding Lead must be informed immediately about all disclosures by a child of abuse and any situation where a child may be at immediate risk of harm at the end of their school day – this form should then be filled in and passed to the DSL as soon as possible after the DSL has been informed)

Pupil's Name:	**Date of Birth:**	**Year Group:**	**Form:**
Date:	**Time (of writing this record):**		
Name of person completing this form (please print): **Job Title:** **Signature:**			
Reason(s) for recording the incident/concern (headline):			
Record the following factually: When (date & time of incident or concern arising)? Where did your concerns arise? Who else - were any other children or staff present? What exactly did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks. NB if additional pages are used, these must be attached securely to this form			
Professional opinion: Your professional opinions, impressions and worries are important. Facts should be recorded in the box above but please record your opinions, impressions and worries here and state what has led you to form them (e.g. something you have noticed, feel or suspect).			
Action taken, including names of everyone spoken to about the incident/concern:			
Name of Designated Safeguarding Lead this form was passed to:			
Date and time incident/concern was shared with Designated Safeguarding Lead:			

Please check to make sure your report is clear and will be clear to someone else reading it next year

NOW PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD FOR COMPLETION OVERLEAF *(NB by end of working day at latest if child is not at immediate risk of harm)*

(Following sections to be completed by Designated Safeguarding Lead)

Time & date information received by DSL and from whom	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
DSL's analysis of presenting issues/concerns and advice received	
Action taken (referral to or consultation with the Front Door or local Children's Services team/ monitoring advice given to appropriate staff/ Early Help etc.) If decision not to refer, state reason. **Note time/date/names/ who information shared with and when etc.**	
Outcome **(include names of individuals/agencies who have given you information regarding outcome of any referral (if made)**	
Parents informed **Yes/no – reasons if no**	
Where can additional information regarding child/ incident be found? (e.g. pupil file, serious incident book)	
Signed	
Printed Name	
Date	

Date/time/how member of staff submitting this form received feedback about action taken from DSL (please circle below as appropriate)	**Date:**	**Time:**

Face to face	Phone call	e mail (copy retained)
Signature of reporting M of S	Signature of reporting M of S	

Once completed this form must be handed to the Designated Safeguarding Lead or the Designated Deputy Safeguarding

Warwickshire County Council

Working for Warwickshire

35. Appendix V: ICT acceptable use agreement (pupils and parents/carers)

THE HAVEN WOLSTON ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS
Name of pupil:

THE HAVEN WOLSTON

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS

I will read and follow the rules in the acceptable use agreement policy.

When I use the school's ICT systems (like computers) and get onto the internet in school I will:

- Always use the school's ICT systems and the internet responsibly and for educational purposes only
- Only use them when a member of staff is present, or with a member of staff's permission
- Keep my usernames and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a member of staff immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I've finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Create, link to or post any material that is pornographic, offensive, obscene or otherwise inappropriate
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, keyworker time, other activities organised by the school
- I will hand it to my keyworker when requested
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):	**Date:**

THE HAVEN WOLSTON ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR PUPILS AND PARENTS/CARERS	
Parent/carer's agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.	
Signed (parent/carer):	**Date:**

36. Appendix W: Acceptable use agreement (staff, school board members, volunteers and visitors)

THE HAVEN WOLSTON

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, SCHOOL BOARD MEMBERS, VOLUNTEERS AND VISITORS

Name of staff member/governor/volunteer/visitor:

When using the school's ICT systems and accessing the internet in school, or outside school on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the school's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to the school's network using someone else's details
- Take photographs of pupils without checking with the Headteacher first
- Share confidential information about the school, its pupils or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to the school

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and Blue Click know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

THE HAVEN WOLSTON ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF, SCHOOL BOARD MEMBERS, VOLUNTEERS AND VISITORS	
Signed (staff member/school board member/volunteer/visitor):	**Date:**

37. Appendix X: Online safety incident report log

THE HAVEN WOLSTON ONLINE SAFETY INCIDENT LOG				
Date	**Where the incident took place**	**Description of the incident**	**Name and signature of staff member recording the incident**	**Action taken (include by who and on what date)**