



**Hymers**  
College

## **CHILD PROTECTION and SAFEGUARDING POLICY SEPTEMBER 2023**

**Hymers College incorporating Hymers Hessle Mount ('The College')**

***Revised by DSL to include reference to updated statutory guidance: January 2024***

***Revised by DSL/Headmaster: August 2023***

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**Next Review: August 2024**

The Board of Governors reviews this policy at least on an annual basis

Circulation: This policy is addressed to all Governors, teaching and support staff, and a written copy will be supplied to parents and pupils on request. It is available on the College website.

## CONTENTS

1	Introduction	3
2	Contacts	6
3	Safeguarding Aims	9
4	General Principles	10
5	Training	12
6	Responsibilities	15
7	Types and signs of abuse	20
8	Abuse and disclosures advice to staff	24
9	Child-on-child abuse	28
10	Early help and interventions	30
11	Pupils with SEND	31
12	Children missing education	32
13	Children with a social worker/Private fostered children	33
14	Allegations against staff	34
15	Prevent and extremism	38
16	Related policies	39
	Appendix 1: Types and signs of abuse: further details	40
	Appendix 2: Radicalisation: further details	49
	Appendix 3: Early help: further details	52
	Appendix 4: Other concerns: LAC/homelessness/serious violence	54
	Appendix 5: Children requiring mental health support	56
	Appendix 6: Sexual violence and harassment	57
	Appendix 7: Terminology	60
	Appendix 8: Education at home and remote learning	62
	Appendix 9: Reporting disclosures/incidents/forms/CPOMS guidance	64
	Appendix 10: UKCIS 'Sharing nudes and semi-nudes: how to respond to an incident	77
	Appendix 11: Safeguarding pro 'flowchart – response to reports of sexual harassment/violence'	78

## 1 INTRODUCTION

- 1.1 Hymers College incorporating Hymers Hessle Mount is fully committed throughout the school and its community to safeguarding the children including those in the EYFS and young people in its care, and recognises that promoting the welfare of children is the responsibility of everyone that works at the College. In keeping with statutory and related guidance (see 1.10 below) the College ensures that its approach is focused on the child's best interests, recognising that the term 'child' includes all pupils in the College. Staff working at the College are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned; to take all concerns seriously and encourage children and young people to talk to us about anything that worries them.
- 1.2 We recognise that each pupil has the right:
- to be free from any abuse;
  - to have staff in College with whom they can feel confident to discuss any concerns regarding child protection;
  - to have their self-esteem and self-confidence nurtured at all times;
  - to be educated in personal safety skills, the responsibilities of parenthood and how to become a responsible citizen, free from discrimination on the grounds of gender, disability, sexual orientation, race, creed or background; and
  - to know that they will be taken seriously, supported and kept safe and not made to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
- 1.3 The College pays particular attention to the guidance provided and inter-agency procedures stipulated by the local children's services and their designated officers. The College will work with the local safeguarding partners. Every complaint or suspicion of abuse from within or outside the College will be investigated and in all proper circumstances will be referred to an external agency such as the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC in accordance with the procedures published by the relevant local safeguarding partners (Kingston upon Hull, East Yorkshire, North Lincolnshire and North East Lincolnshire). An anonymous report will be acted upon in the same manner as any other report, but this fact will be kept in mind when considering the context of allegation.
- 1.4 The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our College to identify, assess, and support those children who are suffering harm.
- 1.5 Safeguarding and promoting the welfare of children is defined in paragraph 4 of KCSIE as 'protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' These are the fundamental principles to which the College adheres. In order to most effectively promote these principles, we do all we can to ensure that the College provides a listening environment where our pupils feel able to speak freely to our staff.
- 1.6 Although everyone within the College community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which pupils can learn, there are several key members of staff who play an important role as

the College's safeguarding team, and their contact details are available in section 2.1 of this document.

- 1.7 The designated safeguarding leaders (DSL) and the Deputy (DDSL) are most likely to have a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. However, should the need arise, anyone may refer a safeguarding issue directly to the local authority or to the Police.
- 1.8 We recognise that all adults working or visiting the College, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.9 The College follows the non-statutory guidelines relating to COVID-19 and remote learning.
- 1.10 Key documents which provide the background to this policy:

- [Keeping Children Safe in Education 2023](#)
- [Working Together To Safeguard Children 2023](#)
- [Prevent Duty Guidance 2023](#)
- [Schools COVID-19 Operational Guidance \(Updated August 2021\)](#)
- [Statutory Guidance - Sex Education, Relationships and Sex Education \(RSE\) and Health Education](#) (last updated September 2021)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (last updated September 2021)
- [DfE Filtering and Monitoring Standards March 2022](#) (last updated March 2023)

See also: [What to do if you are worried a child is being abused. Advice for practitioners](#) (March 2015); [Multi-agency statutory guidance on female genital mutilation \(update July 2020\)](#); [Children missing education. Statutory guidance for local authorities \(September 2016\)](#)

#### 1.11 **Disclosures: summary guidance**

If a child discloses to you or you suspect abuse:

- Report this immediately to a DSL or, in their absence, the DDSL.
- Make a clear record of what the child has said to you and give this to the DSL or DDSL, (ensure a record is made on CPOMS).
- Do not ask leading questions and do not promise confidentiality to the child.
- Ensure that the child is safe.
- Do tell the child that you must speak to a DSL or the DDSL.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself
- Do not discuss the issue with colleagues, friends, family or anyone else unless otherwise directed by the DSL or DDSL
- Be aware that should the need arise you may contact local children's services and/or the Police directly.

#### 1.12 **Child-on-child abuse including sexual harassment or violence**

If a child discloses to you or you suspect abuse:

- Report this immediately to the DSL or in their absence a DDSL.

- Make a clear record of what the child has said to you or of the information given to you, ensure this is recorded on CPOMS.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself.

#### 1.13 Allegations against staff other than the Headmaster: summary guidance

- Report an allegation regarding any member of staff, supply teacher or contractor immediately to the Headmaster or in his absence the Chair of Governors without informing the person against whom the allegation has been made.
- Report any low-level concerns regarding any member of staff, supply teacher or contractor to the Headmaster without informing the person about whom there is a concern.
- Be aware that should the need arise you may contact local children’s services and/or the Police directly.

#### 1.14 Allegations against or low-level concerns regarding the Headmaster: summary guidance

- Report this immediately to the Chair of Governors without informing the Headmaster.
- Be aware that should the need arise you may contact local children’s services and/or the Police directly.

#### 1.15 EYFS

- All staff must follow the guidance provided on the use of cameras and mobile technology, noting that images of pupils and children in EYFS should only be taken on school equipment and with the written permission of the Head of EYFS who will take note of any restrictions regarding individual children.
- There is a named DSL for the EYFS: Caroline Wilson.

#### 1.16 Definitions and Glossary of terms used frequently

<b>Safeguarding</b>	Promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, promoting mental and physical health and development, and taking action to enable all children to have the best outcomes.
<b>Child Protection</b>	Refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
<b>Staff</b>	Refers to all those adults working for or on behalf of the College, full time or part time, temporary or permanent, including supply staff, in either a paid or voluntary capacity including governors and contractors.
<b>Child</b>	Includes all under the age of 18 and vulnerable adults aged 18 and over.
<b>Parent</b>	Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, guardians and adoptive parents.
<b>EYFS</b>	Early Years Foundation Stage, from rising threes to Reception

CME: Child Missing Education  
DBS: Disclosure & Barring Service  
DSG: Designated Safeguarding Governor  
DSL: Designated Safeguarding Lead  
DST: Designated Safeguarding Team (DSLs and Deputy DSL)  
FGM: Female Genital Mutilation  
HBA: Honour Based Abuse  
LAC: Looked After Child  
(LA)DO: Designated Officer for Local Authority  
SMT: Senior Management Team  
TRA: Teaching Regulation Agency

## 2 CONTACTS

### 2.1 Designated Safeguarding Team (DST): Designated Safeguarding Leads (DSL) and Deputy

**Designated Safeguarding Lead:** Mrs Helen Jackson, Deputy Head Pastoral and member of the SLT:

**01482 343555, 07494 010159:** [hjackson@hymers.org](mailto:hjackson@hymers.org)

**Deputy DSL Junior School:** Mr Peter C Doyle, Headmaster Junior School:

**01482 343555, 07974 010158:** [pccoyle@hymers.org](mailto:pccoyle@hymers.org)

**Deputy DSL Hymers Hesse Mount (including for EYFS):** Caroline Wilson, Deputy at Hymers Hesse Mount: **01482 343555:** [cwilson@hymers.org](mailto:cwilson@hymers.org)

**Deputy DSL:** Mr Charles Gaynor-Smith, Director of Sixth Form:

**01482 343555, 07974 010157:** [clgaynor-smith@hymers.org](mailto:clgaynor-smith@hymers.org)

**Deputy DSL Senior School:** Dr Rachel Bennett, Head of Lower School: [rebenett@hymers.org](mailto:rebenett@hymers.org)

**Deputy DSL Senior School:** Mrs Natalie Calvo-Jack, Head of Middle School: [nmjack@hymers.org](mailto:nmjack@hymers.org)

***Should no member of the DST be available due to illness, then contact the most senior member of staff available who will liaise directly with the relevant local authority.***

### 2.2 Headmaster and Governing Body Contacts

**Headmaster:** Mr Justin P Stanley:

**01482 343555:** [jpstanley@hymers.org](mailto:jpstanley@hymers.org)

**Chair of Governors:** Mr John Redman:

**01482 343555:** [chairofgovernors@hymers.org](mailto:chairofgovernors@hymers.org)

**Designated Safeguarding Governors (DSG):** Mrs Elizabeth Wilson

**01482 343555:** [safeguardinggovernor@hymers.org](mailto:safeguardinggovernor@hymers.org)

### 2.3 Local Authority Contacts, noting that the College liaises with four local authorities

If you are unsure use the Government website to find out where to report to:

<https://www.gov.uk/report-child-abuse-to-local-council>

#### Kingston-upon-Hull (or Hull) Hull Safeguarding Children Partnership

- <https://www.hullscp.co.uk/>
- Early help and safeguarding hub (EHaSH) 01482 448879
- EHaSH out of hours team: 01482 300304
- Local Authority Designated Officer (LADO): 01482 790933
- Jacquie Edhouse: 01482 613372 mobile 07710119029 [Jacquie.edhouse@hull.gov.uk](mailto:Jacquie.edhouse@hull.gov.uk)

#### East Riding

- <http://www.erscb.org.uk/>
- Children's safeguarding hub (EHaSH): 01482 395500
- Out of hours team: 01482 393939
- Local Authority Designated Officer (LADO): 01482 396999 [lado@eastriding.gov](mailto:lado@eastriding.gov)

#### North Lincolnshire:

<https://www.northlincs.gov.uk/people-health-and-care/keeping-children-safe-in-north-lincolnshire/>

Multi-agency Resilience and Safeguarding (MARS):

- Children's services duty team: 01724 296500
- Children's services out of hours team: 01724 296555
- Free phone 09091 689667

#### North East Lincolnshire

- <https://www.safernel.co.uk/nelsafeguarding-children-partnership/>
- Safeguarding children partnership: 01472 326292; [mash@nelincs.gov.uk](mailto:mash@nelincs.gov.uk)

2.4 If all members of the DSL team are unavailable due to e.g. illness, so that no member of the team is onsite when pupils are present, then the Headmaster or in his absence the most senior member of staff will liaise with the local safeguarding authorities and take guidance on how to proceed with any safeguarding incident which requires attention.

2.5 If there is a **risk of immediate physical or mental harm to a child**, staff should act immediately.

2.6 **Anyone may make a referral to children's services or the police.** Depending on the situation, they should call the relevant local authority number for advice or in an emergency call 999 straight away and/or contact the DSL who may call other relevant agencies. Where appropriate, and following local authority and/or police guidance, the DSL will inform parents of this contact/referral: staff should never do this themselves.

2.7 At least one member of the DST should always be available to discuss safeguarding concerns. If the team is absent from College for any reason, contact details of alternative support will be given to all staff via email.

2.8 **Staff should not assume that another colleague or professional will take action.**

- 2.9 **Whistleblowing:** staff may use the College's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- 2.10 **Inspectorates:** anyone may contact Ofsted or the Independent Schools Inspectorate (ISI) should they believe the College is not acting in a suitable manner with regard to safeguarding:
- Ofsted: 0300 123 466 or email [CIE@ofsted.gov.uk](mailto:CIE@ofsted.gov.uk)
  - ISI: 0207 600 0100 or email [concerns@isi.net](mailto:concerns@isi.net)
- 2.11 **Other contacts**
- Help with reporting child abuse: <https://www.gov.uk/report-child-abuse-to-local-council>
  - NSPCC Child Protection Helpline: 0808 800 5000
  - NSPCC Report Abuse in education Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
  - NSPCC Whistleblowing Helpline: 0800 028 0285
  - NSPCC FGM helpline: 0800 028 3550 [fgmhelp@NSPCC.org](mailto:fgmhelp@NSPCC.org)
  - Humberside Police Prevent team: 101 and ask for the Prevent Team
  - Prevent <https://act.campaign.gov.uk/> or tel 0800 789321
  - Police non-emergency: 101
  - Police emergency: 999



### **3 SAFEGUARDING AIMS**

- 3.1 At Hymers College we are committed to safeguarding children and young people and we expect all staff to share this commitment. Adults in our College take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. The school will assess the risks and issues in the wider community when considering the well-being and safety of our pupils.
- 3.2 To support the child's physical and mental development in ways that will foster security, confidence and independence.
- 3.3 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, understanding that staff will always listen to them.
- 3.4 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse; specifically: to ensure that staff know: how to identify the signs of abuse and neglect: how to pass on and record concerns about a pupil; that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DST; that they have a responsibility to provide a safe environment where children can learn.
- 3.5 To provide a systematic means of monitoring children known or thought to be at risk of harm or in need of early intervention and support, and to ensure that the College contributes to assessments of need and support plans for those children.
- 3.6 To develop a structured procedure within the College which will be followed by all members of the College community in cases of suspected abuse.
- 3.7 To develop and promote effective working relationships with other agencies, especially the Police and other appropriate external children's services.
- 3.8 To ensure that all staff including supply staff and volunteers working within the College who have substantial access to children have been checked prior to their starting dates as to their suitability, including verification of their identity and an enhanced DBS check as well as other required pre-appointment checks, and a central record is kept for audit.
- 3.9 To ensure that all pupils are provided with the guidance they need to keep themselves safe including when online including when using advanced mobile technology.
- 3.10 In order to further to promote the welfare and safety of students, to safeguard that the protected characteristics of students under the Equality Act 2010, namely:
- disability
  - gender reassignment
  - race
  - religion or belief
  - sex
  - sexual orientation.
- 3.11 To ensure that the safeguarding policy is up-to-date, incorporating the most recent DfE and local authority guidance, and is suitable for its purposes: the policy will be reviewed at least

annually by the leadership of the College and following scrutiny by the governing body and any changes required the policy will be published to staff and to parents.

- 3.12 To recognise the importance of the role of the DST and ensure they have the time, funding, training, resources and support necessary to undertake their duties which include, providing advice and support to staff, pupils' online safety, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 3.13 To maintain confidentiality with regard to safeguarding matters: the Headmaster and DST will disclose information about a child to other members of staff on a need to know basis only.

#### **4 GUIDING PRINCIPLES OF SAFEGUARDING FOR STAFF**

4.1 Each and every employee of the College, governor and volunteer at the College is under a general moral and professional duty to:

- Ensure that the best interests of the child are paramount.
- Understand that the College provides an environment in which all pupils should feel able to speak freely.
- Seek to understand the child's point of view, always listening carefully to all they have to say, and wherever possible take it into account.
- Ensure that staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction: Hymers provides a listening environment for its pupils.
- Be aware of the College's child protection procedures and to follow them.
- Know how to access and implement the procedures, independently, if necessary.
- Keep a sufficient record of any significant complaint, conversation or event.
- Report any matters of concern immediately to a DSL.
- Remember that no school is immune to a safeguarding issue

4.2 Recognise that any child may benefit from early help and interventions, but all College staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have an education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; or is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect

- is at risk of being radicalised or exploited;
  - is a privately fostered child.
- 4.3 We aim to ensure that children receive the right help, at the right time to address risk and prevent issues escalating.
- 4.4 Staff will undertake appropriate formal safeguarding and child protection training which is regularly updated in accordance with KCSIE and local authority guidance. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming, cyber-bullying and social media, as well as the understanding of the expectations, applicable roles and responsibilities related to filtering and monitoring, child-on-child abuse, radicalisation, and dealing with harmful behaviours such as drug taking, alcohol abuse, sending nudes and semi-nudes, hoaxes, and harmful online challenges. Staff will be made aware that: safeguarding incidents and/or behaviours can be associated with factors outside the College and can occur between children outside the school; and that children may be at risk of abuse or exploitation in situations outside their families and be vulnerable to a variety of harms including sexual and criminal exploitation and serious youth violence.
- 4.5 All staff should also 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, referring the concern to the DST.
- 4.6 The College will always consider sharing our intention to refer a child to local children's services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation: HOWEVER if in any doubt whatsoever, the College will consult with the local children's services and/or the police on this point.
- 4.7 There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- 4.8 Staff should use the College's reporting system to register any concern relating to safeguarding, to record these early concerns and then speak with the DSL as soon as possible. If the pupil does begin to reveal that they are being harmed, staff should follow the advice in this policy. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL, who will assess the situation and keep the member of staff informed. It is not the end of the member of staff's

responsibility when they report it, they should expect feedback and should act if they do not receive satisfactory feedback.

- 4.9 Any parents who wish to report a safeguarding concern may contact a DSL, DDSL or Headmaster as appropriate directly at Hymers College.
- 4.10 Concerns which do not meet the threshold for child protection intervention will be managed through the pastoral system working with key staff to help address the issue(s).
- 4.11 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Hymers College will share information based on the guidance document [Information sharing: advice for practitioners providing safeguarding services. \(DfE, 2018\)](#)
- 4.12 The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

## **5 TRAINING**

- 5.1 Designated safeguarding lead (DSL) and deputies (DDSLs):
- Each member of the designated safeguarding team (DST) will receive suitable training updated at least every two years in accordance with local authority guidelines and will include guidance with regard to inter-agency practice; the deputy DSLs will be trained to the same level as the DSL. Knowledge and skills will be refreshed at regular intervals and at least annually through attendance at online and in person training events.
  - Training for the DSL and DDLs will provide them with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.
  - The DST will also maintain effective liaison with local children's and inter-agency services to ensure that their understanding of safeguarding practice is up-to-date and sufficiently detailed.
  - The DST will have an in-depth understanding of DfE guidance including the most recent editions of KCSIE in its entirety, Working Together and other statutory or related guidance.
  - At least one member of the DST will be responsible for ensuring that the College takes appropriate measures to deal with its Prevent duties in accordance with the most recent anti-extremist guidance.
  - At least one member of the DST will be responsible for ensuring that the College takes appropriate measure to deal with looked after children in accordance with the most recent guidance from the local children's services.
  - The DST will be responsible for ensuring that suitable safeguarding training is provided for all members of the College community, updated at least annually. This training will include guidance on early help and interventions.
  - Training for the College community will include informal as well as formal updates and briefings orally or by email.

- The DST will be responsible for ensuring that suitable records are maintained for safeguarding training both formal and informal for the DST, staff, governors, and others within the College community.
- At least one member of the DST will be responsible for online safety, including understanding the filtering and monitoring systems and processes in place in the College and as such they should receive suitable training to allow them to discharge their responsibilities effectively.
- At least one member of the DST team will ensure that all members of staff are trained effectively to promote an awareness of the need for online safety amongst pupils.
- At least one member of the DST will be responsible for ensuring that the senior leadership and the governing body receive suitable safeguarding training, updated at least annually.
- The DST will ensure that at least one person trained in safer recruitment is a member of each appointments panel for new members of staff.
- The DST will ensure that EYFS staff are given specific guidance relating to the welfare, wellbeing and safeguarding of children in the EYFS.

## 5.2 Induction

All members of staff will receive either prior to their starting dates or as soon as possible thereafter suitable safeguarding training which will include:

- Meeting with at least one member of the DST.
- Knowing the identities of the DST
- Reading and having a working understanding of at least Part 1 and, all staff with regular contact with children Annex B, and all staff on site but who do not have regular contact with children Annex A, of the latest edition of KCSIE.
- Receiving suitable online training, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as directed by the DST.
- Reading the College's safeguarding policy and having a working understanding of how to manage safeguarding situations including disclosures, child-on-child abuse, child-on-child sexual violence, sexual harassment, and allegations against staff.
- Understanding the College's approach to online safety.
- Reading and understanding the College's policies and procedures for pupil behaviour, missing children, absence from education, and children missing from education (CME), Prevent, registration and anti-bullying with particular regard to safeguarding matters and to measures adopted to prevent bullying including cyberbullying and prejudice-based and discriminatory bullying.
- Reading the College's whistleblowing policy and having a working understanding of how it may be used with regard to safeguarding.
- Reading and understanding the staff behaviour (code of conduct) with particular regard to safeguarding matters, including guidance on staff/pupil relationships and the use by staff of mobile technology in College and of social media.
- Reading and understanding the College's guidance on the acceptable use of IT.
- Understanding how to report low-level concerns about members of staff, noting Section 14 following which sets out the policy for low-level concerns.

## 5.3 Staff

- All members of staff will receive an update on safeguarding at least annually, with this including any changes to KCSIE and local authority guidance as well as reinforcement of key points from previous training.
- All members of staff will receive regular safeguarding updates through staff meetings, all-staff emails, and other appropriate mechanisms.
- All members of staff will be reminded at least annually of their obligations set down within the College's safeguarding policy and related policies and protocols, including Anti-Bullying, Prevent, Youth Produced Sexual Imagery (YPSI), on-line safety, guidance on the management of child-on-child abuse including all forms of harassment, awareness of the threshold for regarding bullying as a child protection matter, guidance on the acceptable use of IT, the use of social media, and the staff behaviour code of conduct; noting the document 'Teaching safety online':  
<https://www.gov.uk/government/publications/harmful-online-challenges-and-onlinehoaxes>
- All members of staff will receive appropriate training and guidance on managing reports of child-on-child sexual violence and sexual harassment.
- All members of staff will receive guidance on early help and interventions and will support the pastoral team and DSTs in this area.

#### 5.4 Contractors and Visitors

- The DST liaising with the HR Department will take a risk-assessed view as to the safeguarding guidance provided for contractors, community users of the College facilities and for visitors to the College and as to how this is managed in practice.
- HR staff will ensure that all contractors and visitors who may come into unsupervised contact with pupils have been subject to appropriate checks including as a minimum ID, barred list and enhanced DBS.

#### 5.5 HR personnel

- The DST will ensure that members of the HR staff are suitably trained to ensure that pre-appointment and other safeguarding checks are carried out and that records are maintained effectively.
- HR staff will be trained in procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS and to consider a referral to the Teachers Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or otherwise left the College.
- The HR team will receive sufficient training to ensure effective liaison with the senior leadership prior to the starting dates of new staff.

#### 5.6 Governors

- The DST and Headmaster will ensure that the designated member of the governing body for safeguarding receives suitable and regularly updated training for their role.
- The DST and Headmaster will ensure that all members of the governing body receive suitable safeguarding training and updates (at least annually) to include all relevant parts of KCSIE and other guidance from the DfE and local authority. Key Governors (e.g. Chair, Vice Chair, DSG, Committee Chairs) attend annual INSET training.
- The DST and Headmaster will ensure that the governing body review the safeguarding policy and its implementation at least annually.

- The Governing Body will ensure that the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness.
- Governors must be sufficiently well-trained to allow them to make a considered judgement that the leadership and management of the College have sufficient skills, training and experience to fulfil their safeguarding responsibilities effectively.
- The member of the Governing Body nominated to liaise with the College and local authority on child protection issues (the DSG) should be sufficiently well trained to be able to monitor and challenge the DST effectively and to act appropriately in the event of an allegation of abuse made against the Headmaster.

#### 5.7 Pupils

- The DST will ensure that all pupils receive suitable age-related guidance with regard to safeguarding matters including the action to take should they receive a disclosure or be concerned about another pupil.
- The DST will ensure that all pupils will receive suitable age-related guidance on safeguarding matters including what to do if they feel unsafe.
- The DST will ensure that pupils receive suitable age-related guidance with regard to staying safe online and to the safe use of social media, PSHE and safeguarding, and relationship and sex education.
- Pupils with responsibilities, including prefects, have a particular responsibility to be vigilant and to report their concerns: all such pupils will receive appropriate safeguarding training.
- Pupils will receive this information through a mix of assemblies, PSHE and subject lessons, notices around the school and in the school planner. There will be also be drop-in opportunities available where pupils can seek support.

#### 5.8 Parents

- The DST will ensure that parents are provided with suitable guidance regarding the College's approach to safeguarding.
- The DST will, from time to time, provide suitable presentations for parents on safeguarding matters such as online safety, noting that most online abuse and bullying occurs away from the school environment.

## 6 RESPONSIBILITIES

### 6.1 Governors

- The governors as a corporate body have ultimate responsibility for safeguarding within the College, will understand the pressures relating to safeguarding upon staff and pupils, and will have understood the guidance provided in Annex B of KCSIE.
- The governors shall receive an annual safeguarding audit from the DST.
- The governors will review the safeguarding policy and its implementation at least annually.
- The governors will monitor and challenge appropriately the DST and the senior leadership of the College to ensure that the safeguarding policy is effectively implemented, using as appropriate: visits to the College; discussions with staff and with pupils; staff, pupil and parental questionnaires and surveys; scrutiny of records relating to safeguarding, bullying and behaviour, and early help and interventions.

- A designated member of the governing body (DSG) will be assigned to liaise on all safeguarding matters with the DST and the leadership of the College and local children's and other services; at least once each term, this designated member of the governing body will meet with the DST as a whole; should there be an allegation against the Headmaster, the Chair of Governors will immediately contact the designated officer for the local authority and if appropriate will liaise with the DSG in managing the allegation.
- The governors will ensure that they receive suitable and regular safeguarding training from the senior leadership, DST and external sources.
- The Chair of Governors will be responsible for liaising with the relevant external agencies in the event of their being a safeguarding allegation against the Headmaster.
- The governors will ensure that relevant staff have due regard to the relevant data protection principles which allow them to share or withhold as appropriate personal information, as provided for in the GDPR and Data Protection Act 2018: practitioners may share safeguarding personal information without consent where this will enhance the safeguarding of a child; where serious harm is possible, again this is a good reason for withholding information. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. In cases of doubt, legal advice should be sought.

## 6.2 Senior Leadership and Headmaster

- The senior leadership will include the designated safeguarding leads.
- The senior leadership must monitor and challenge the DST in an appropriate manner to ensure that it discharges its duties effectively.
- At least once each term, the Headmaster will meet with the DST as a whole.
- The senior leadership shall receive an annual safeguarding audit from the DST.
- The senior leadership shall ensure that all members of the DST are effectively trained and that this training is up-to-date.
- The senior leadership should ensure that the DST and members of staff generally understand and act appropriately with regard to pupils with particular vulnerabilities and sensitivities and needs, and those with SEND and EAL and those who are looked after or who are being supported by local agencies.
- The senior leadership must ensure that IT systems and their use in the College are subject to appropriate filtering and monitoring.
- The Headmaster will be responsible for liaising with the relevant external agencies in the event of their being a safeguarding allegation against a member of staff.

## 6.3 DSL and DST

- The DSLs will be responsible to the Headmaster and to the governors for the effective discharge of the safeguarding responsibilities of the DST; they will liaise with the Headmaster and governors as required and at least on a termly basis.
- The DST will act immediately when it becomes aware of any disclosure or allegation or a child at risk, liaising directly with the three safeguarding partners: the local authority and local children's services; the chief officer of police for the area; and the clinical commissioning group for the area, as guided by *Working Together*. Where the College is named as a relevant agency the DSL will note and abide by the statutory duties required.
- The DST is responsible for ensuring that suitable and up-to-date training is provided for themselves, the senior leadership, governors, staff, HR personnel, pupils, parents,



contractors and visitors and that suitable confidential records are kept of this training as set down in above.

- The DST will promote an environment within which the vulnerable children are protected, including when appropriate ensuring that staff are aware of, and are provided with the means to support, the specific needs of particular children, including children with a social worker; a culture of high aspirations for these children will be maintained. This may mean sharing information about the welfare, safeguarding and child protection issues that children are experiencing or have experienced, with teachers and the school leadership team.
- The DST will provide guidance and support for staff in all areas relating to safeguarding, including information about and the management of: disclosures of abuse; allegations against staff; reports of extremism, instances of child-on-child abuse, sexual harassment and child sexual violence; examples of bullying which may be regarded as a safeguarding matter, i.e. when they are sufficiently serious as to cause or threaten significant harm; online safety; and children in need of support and early intervention.
- The DST will ensure that suitable measures are in place to provide pupils with effective education for safeguarding themselves including when online including when they are online at home or away from, College. Online safety training should cover the 4 areas of risk: content, contact, conduct and commerce. The school's approach to IT will take into account the issues arising from the fact that many children now have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), which some of them may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content.
- The DST will ensure that suitable measures are in place to filter and monitor the use of the Internet at College and to alert the DST to any problematic use.  
The DST will liaise with pastoral staff to promote an environment in which pupils feel safe and able to speak to adults about their concerns.
- The DST will consider and provide suitable mechanisms through which both pupils and parents may be involved in supporting the College in its approach to safeguarding.
- The College will provide a suitably detailed job description for each member of the DST.
- The DST will provide continuing support to a pupil about whom there has been concerns and who leaves the College by ensuring that appropriate information is provided or copied as guided by local children's services under confidential and secure cover to the child's new setting and ensuring the College medical records and safeguarding files are forwarded as a matter of priority.
- The DST will notify children's social care if a child with a child protection plan is absent for more than two days without explanation (or sooner if required by the social worker)
- The College will normally seek to discuss any concerns about a pupil with their parents unless otherwise guided by local children's services and/or the police. This must be handled sensitively, and a member of the DST will make contact with the parent in the event of a concern, suspicion or disclosure. This may be delegated to another member of the Pastoral Staff, depending on the severity of the concern.
- However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and if necessary the police.
- Pupils and their parents have access to a complaints procedure in relation to issues affecting their welfare.

- Where at risk children leave the College, the DSL will ensure that their child protection files are securely transferred to their new school as soon as possible and that the relevant local agencies are notified of the child's departure.
- The named DSL for EYFS will maintain an oversight of safeguarding matters within the EYFS and report to the lead DSL.

#### 6.4 Staff

- Members of staff should have a suitable understanding of KCSIE Part 1 and Annex B, and of this safeguarding policy, of the types and signs of abuse, and of the management of disclosures, allegations and other safeguarding concerns.
- Members of staff must understand that if there is a risk of immediate harm to a child, they should act immediately. Delay is unacceptable.
- Members of staff should follow the guidelines set down for listening to children, avoiding leading questions or avowals of belief in what is being disclosed by the child.
- Members of staff must never promise confidentiality to a pupil when this may compromise their safety or well-being: all staff must be aware that the College has a professional as well as legal responsibility to share information with other agencies in order to safeguard children.
- Although they should understand that the DST is there to provide guidance and act on behalf of the child and the College, members of staff should be aware that anyone may make a referral to children's services or the police. However, members of staff should never contact parents themselves: this is a matter for the DST or for local agencies.
- Members of staff should not assume that another colleague or professional will take action on a safeguarding matter and should contact the DSL or appropriate external agency.
- Members of staff may use the College's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.

Every member of staff should play their part in providing a safe and listening environment for pupils.

- Staff will understand the importance of preventative education with regard to sexual harassment and sexual violence.
- The College's Staff Code of Conduct sets out our expectations of staff and is read and agreed by all staff members, with particular regard to safeguarding matters including staff/pupil relationships and the use of social media, but also taking note of the following requirements:
  - treating all pupils with respect
  - setting a good example by conducting ourselves appropriately
  - involving pupils in decisions that affect them
  - encouraging positive, respectful and safe behaviour among pupils
  - being a good listener
  - being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
  - recognising that challenging behaviour may be an indicator of abuse
  - reading, understanding and putting into practice, the College's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, esafety and information-sharing
  - asking the pupil's permission before initiating physical contact, such as assisting with physical support during PE, Music or Drama or administering first aid

- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse, (contextual safeguarding).
- applying the use of reasonable force only as a last resort and in compliance with College and the local authority's Safeguarding Children Partnership procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or children's social care
- All College staff will be aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. It is also viewed as an abuse of trust if there is a relationship between a member of staff and pupil over the age of 18.
- Any member of staff leading a trip or visit outside of College should liaise with the person responsible for educational visits and the DST to ensure that all appropriate safeguards are in place.

#### 6.5 Pupils

- Pupils should work with the College to ensure that all may enjoy a safe and productive environment.
- Pupils should have the confidence to report any concerns, either about themselves or others, to a member of staff.

Pupils should not put themselves at risk online or in the public arena, following the guidance provided through personal, health and social education and through other elements of the educational process in the College.

#### 6.6 Parents

- Parents must understand that, whilst they College will endeavour to involve them in matters relating to their children, the College may not, without proper authority to do so, relate the details or even fact of a disclosure to them: this will be the case when to do so may undermine the safety or well-being of a child: guidance is always sought from local children's services and/or the police on such occasions.
- Parents are expected to support the safeguarding work of the College including with regard to keeping children safe online, noting that most online abuse occurs not in school but at home and elsewhere.

## 7 TYPES AND SIGNS OF ABUSE

- 7.1 All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- 7.2 **Abuse: a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. A child may be abused by an adult or adults or another child or children. The personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse: contextual safeguarding.
- 7.3 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 7.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 7.5 **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. Sexual abuse can take place online, and technology can be used to facilitate abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education. Sexual harassment and child-on-child sexual violence are species of sexual abuse and frequently have a gendered nature.
- 7.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and

emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 7.7 Further information is provided in Appendix 1 about abuse which may arise in contexts of domestic abuse, child sexual exploitation, child criminal exploitation including county lines, gangs, female genitalia mutilation (FGM), forced marriage, and honour-based abuse (HBA).
- 7.8 Further information about abuse within the context of radicalisation and extremism is provided in Appendix 2.
- 7.9 There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some but certainly not all of the following signs might be indicators of abuse or neglect: children
- whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
  - with clothes which are ill-fitting and/or dirty;
  - with consistently poor hygiene;
  - who make strong efforts to avoid specific family members or friends, without an obvious reason;
  - who don't want to change clothes in front of others or participate in physical activities;
  - who are having problems at College, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
  - who talk about being left home alone, with inappropriate carers or with strangers;
  - who are regularly missing from College or education;
  - who are reluctant to go home after College;
  - with poor College attendance and punctuality, or who are consistently late being picked up;
  - who are dismissive and non-responsive to practitioners' concerns;
  - who have parents who collect their children from College when drunk, or under the influence of drugs;
  - who drink alcohol regularly from an early age;
  - who are concerned for younger siblings without explaining why;
  - who talk about running away; and
  - who shy away from being touched or flinch at sudden movements.
- 7.10 Children at greater risk of harm include: those who need a social worker; those requiring mental health support; looked after children and previously looked after children.
- 7.11 Children with SEN/D are also more vulnerable and at greater risk of harm, this includes the risk of child-on-child abuse.

## **Signs of Possible Child Abuse**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse, and all or several can coexist.

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, failure to report them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home
- Aggression towards others
- Running away
- Fabricated symptoms of or deliberately induced illness in a child.

It is important to remember that injuries may have occurred for other reasons such as a genuine accident.

### **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g.: hair twisting, thumb-sucking, etc...)
- Compulsive stealing and scavenging
- No social relationships

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Low self-esteem
- Admission of punishment which appears excessive
- Over reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Neurotic behaviour (e.g.: hair twisting, thumb-sucking, etc...)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running Away

- Drug / solvent abuse
- Compulsive stealing / scavenging
- Emotional immaturity

#### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Be chronically depressed
- Be suicidal
- Use drugs or drink to excess
- Self-mutilate, show self-hatred
- Have unexplained pregnancies
- Experience memory loss
- Become anorexia or bulimic
- Run away frequently
- Be inappropriately seductive
- Be fearful about certain people like relatives or friends
- Not to be allowed to go out on dates or have friends round
- Find excuses not to go home or to a particular place
- Have recurring nightmares / be afraid of the dark
- Be unable to concentrate, seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Have chronic ailments such as stomach pains and headaches
- Sexually abuse a friend or sibling
- Exhibit a sudden change in school / work habits, become truant
- Be withdrawn, isolated or excessively worried
- Have outbursts of anger or irritability
- Be fearful of undressing for PE or games
- Be sexually promiscuous
- Fear of medical examinations
- Inappropriate sexual language and/or behaviour

## 8. ABUSE AND DISCLOSURES: GUIDANCE TO STAFF

- 8.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to the likes of drug taking, alcohol abuse, deliberately missing education and sending nudes and semi-nudes, put children in danger.
- 8.2 Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside the College. All staff, but especially the DST should be considering the context within which such incidents/behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 8.3 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.
- 8.4 If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.
- 8.5 In some cases a disclosure may be indirect, e.g. through a friend of a pupil. Such disclosures should be taken just as seriously as direct disclosures: the DST should be informed immediately so that the pupil who is the subject of the disclosure may be seen immediately and kept safe.
- 8.6 If a pupil discloses to a member of staff some form of abuse (other than an allegation against a member of staff which is dealt with in section 10 of this policy), the member of staff concerned should adhere to the following procedure, noting the summary guidance in Appendix 9:
- Listen to all the pupil says sympathetically but without avowing belief in what is said.
  - Make a record of what is said either contemporaneously or as soon as possible afterwards: write up their conversation as soon as possible and submit to the DST with the concern. These notes should use the pupil's words and be included in the details of the concern section of the report and uploaded as an attachment to any online recording system e.g. CPOMS. It will also include the **time, date and place of the disclosure**. It should be factual and differentiate between fact/ opinion/ interpretation. The more detail the better. The original notes must be passed to the DSL or DDSL for secure filing.
  - Do not ask leading questions.
  - Allow pupils to speak freely.
  - Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
  - Give reassuring nods or words of comfort – e.g. 'I'm so sorry about this', 'I want to help', 'You are doing the right thing in talking to me'
  - Do not be afraid of silences – staff must remember how hard this must be for the pupil.



- Do not promise confidentiality.
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Do tell the pupil what happens next: who will be told.
- Notify a member of the DST immediately.
- Keep the pupil in a place of safety. Do not leave them alone.
- If the pupil is in need of medical attention, take them to a College nurse.
- Do not ask the pupil to reveal any part of their body not normally clothed even if they offer to do so.
- Do not discuss the disclosure with any person other than a member of the DST.
- Do not discuss the matter with the parents of the child: it is a matter for the DST guided by external agencies whether or not it is appropriate for parents to be informed.
- Do not attempt to resolve the matter in part of whole yourself: this is entirely a matter for the DST and external agencies.
- Remember you are not the Police or Social Services: please listen, record and report.
- Do seek support from the DST: receiving a disclosure may be stressful and disturbing.

**Remember:**

**Anyone may make a direct referral to local children's services and/or the police.**

## 8.7 Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing.

The information will be kept confidential and stored securely – usually on CPOMS.

Records will include:

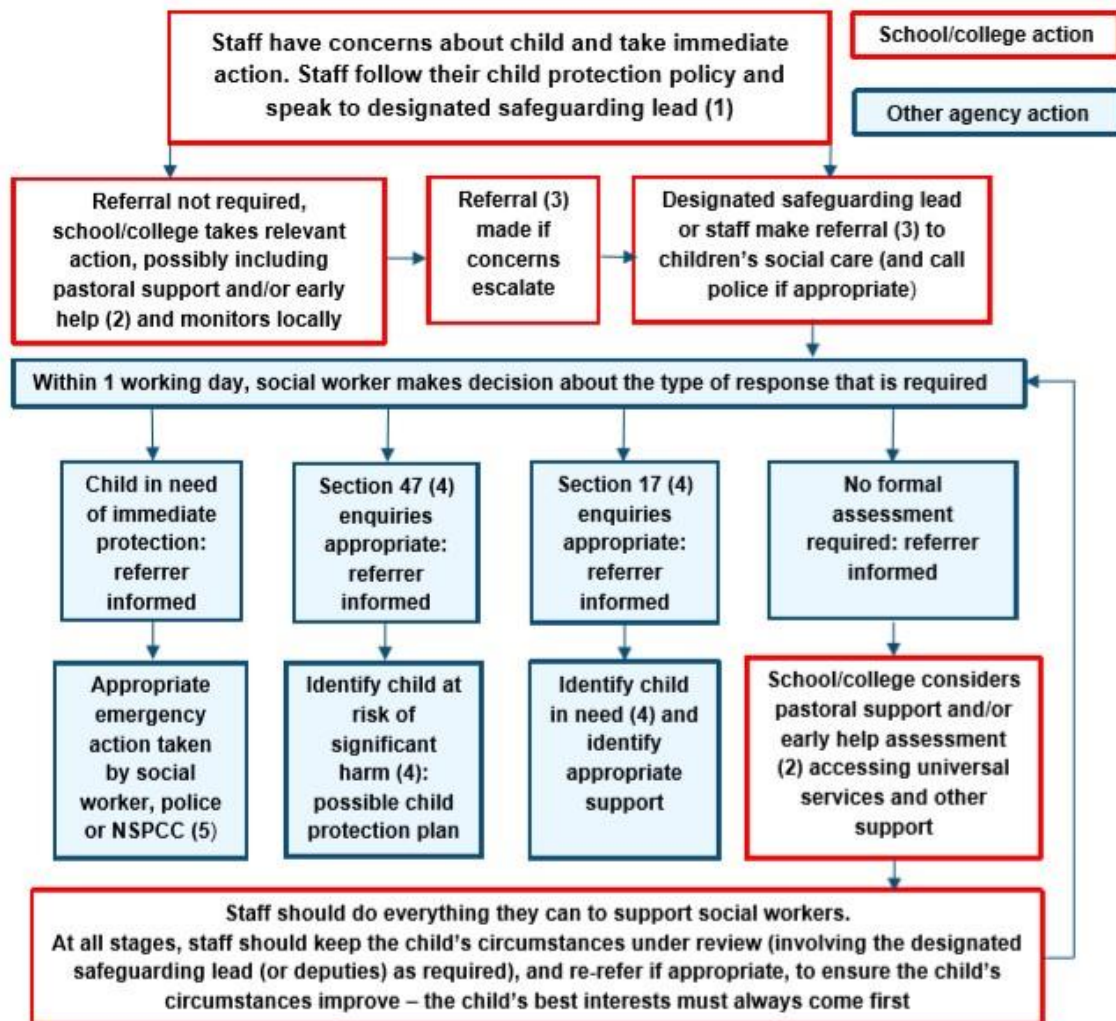
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

## 8.8 Listening to pupils

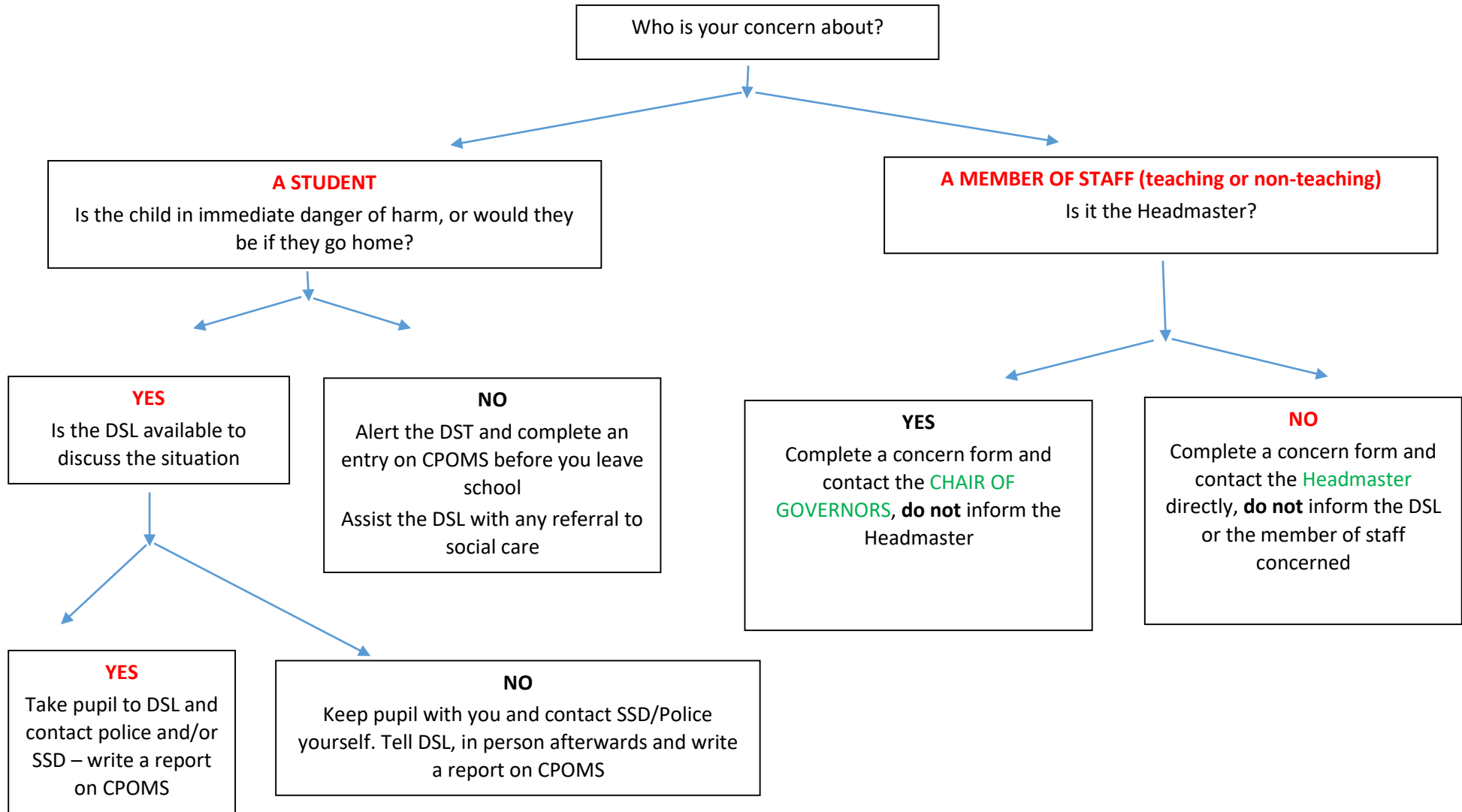
It is important for all staff to understand that some children may find it hard to tell someone they are being abused: they may not be ready or know how to do so. Hence we provide a wide range of avenues for children to speak out with confidence that support will be available and action will be taken, including: tutors, trusted adults for LGBTQIA+ pupils, class teachers, counsellors, senior pastoral staff, learning support staff, medical staff.

The flow chart below from Keeping Children Safe in Education 2020 gives some guidance on what to do. The DST will contact the LA in case of a disclosure to seek guidance if there is the slightest doubt about a referral and will also seek advice from the LA/police before contacting parents about the referral.

### Actions where there are concerns about a child



Hymers Guide for Staff – What to do if you have a concern about someone in school



## 9 CHILD-ON-CHILD ABUSE

- 9.1 All staff should be aware that safeguarding issues can manifest themselves children can abuse other children (often referred to as child-on-child abuse), This can happen both inside and outside of school and online. This abuse frequently has a gendered nature, girls are more likely to be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously. Staff should recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. We will ensure that pupils understand that the law is there for their protection.
- 9.2 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. If staff have **any** concerns regarding child-on-child abuse they should report these via the safeguarding procedure and discuss the DST.
- 9.3 **A child-on-child (previously referred to as peer-on-peer) concern will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm which may warrant referral to an external agency.**
- 9.4 All staff should understand the importance of challenging inappropriate behaviours between peers that are abusive in nature They should be aware that abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.  
Downplaying certain behaviours, e.g. dismissing sexual or racial harassment as ‘just banter’, 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.
- 9.5 Child-on-child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying), noting that bullying including cyber-bullying which causes or threatens serious harm is potentially a child protection matter;
  - abuse within intimate personal relationships between peers;
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
  - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  - consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery (YPSI));

- upskirting, a criminal offence, 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 could include an online element).
- 9.6 The College will take all reasonable measures to minimise the risk of child-on-child abuse, including through PSHE, relationship and sex education programmes, and specific actions promoted through the College's pupil behaviour and anti-bullying programmes. Particular attention will be paid to the protected characteristics of students under the Equality Act 2010, namely: disability; gender reassignment; race; religion or belief; sex; sexual orientation. Pupils will be given information about how to report instances of child-on-child abuse in lessons and information will be displayed around the site.
- 9.7 Members of staff are required to report as soon as possible and certainly within one working day instances or suspected instances of child-on-child abuse to the pastoral team and/or DST.
- 9.8 Alleged instances of child-on-child abuse will be investigated by either the DST or by a member of the College's pastoral staff. If there is any doubt at all about the seriousness of the alleged abuse, especially but not only where this involves sexual violence or abuse, the DST will contact the relevant local authority for guidance before proceeding. Records of the investigation, including any actions taken as a result of the investigation, will be maintained by the DST. Disciplinary action against any pupil will be in accord with the College's pupil behaviour policy. Appropriate support will be provided for the perpetrator as well as the victim. A flowchart of the possible pathways is in Appendix 11. The NSPCC helpline 'Report abuse in education' 0800 163 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk), can be shared with the student/staff members.
- 9.9 The College policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. A record of known and alleged bullying incidents is kept.
- 9.10 All staff are made aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied and victims of child abuse.
- 9.11 The College's anti-bullying policy promotes a climate with zero tolerance to bullying and emphasises the fact that any reliance on a defence by the bully of "banter, just a part of growing up, or just a laugh or a bit of fun" is unacceptable.
- 9.12 The College will provide, through the pastoral team, appropriate support for both the victims and perpetrators of child-on-child abuse. Support may include referral to the College's pupil counsellor or to children's services for early help. The College may also devise a pupil welfare risk assessment and add them to our internal Pastoral Watch list, so that key staff can offer the correct bespoke support. The DSL will listen to the child's wishes.

### 9.13 Sending nudes and semi-nudes

(amended after the release of the UKCIS document 'Sharing nudes and semi-nudes. Advice for education settings working with children and young people. Responding to incidents and safeguarding children and young people December 2020).

[The UKCIS advice document](#) uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, video, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve the sharing between devices via services like Apple's AirDrop which works offline.

Many professionals may refer to 'nudes and semi-nudes' as:

- youth produced sexual imagery or 'youth involved' sexual imagery
- indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18.
- youth produced sexual imagery (YPSI) often referred to as 'sexting'. Many adults use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- Imaged-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes.

**Appendix 10** – the UKCIS document 'Sharing nudes and semi-nudes: how to respond to an incident' should be read by all staff.

All incidents involving nudes and semi-nudes will be responded to as follows:

The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.

Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

## 10 CHILDREN IN NEED OF EARLY SUPPORT AND INTERVENTION

10.1 Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. A child in need is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development; or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

- 10.2 Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children's services would be needed.
- 10.3 Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.
- 10.4 For early help assessment to be effective:
- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
  - professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- 10.5 If consent is not given for an early help assessment, the DST should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority's children's service should be made immediately.
- 10.6 Staff should discuss emerging problems and early help requirements with the DST. If early help is appropriate, the DST will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate.
- 10.7 Any such cases should be kept under constant review and consideration given to a referral to local authority's children's service for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- 10.8 The DST is responsible for maintaining effective records of all such cases.
- 10.9 Further information relating to early help and interventions is provided in Appendix 3.

## **11 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES OR PHYSICAL HEALTH ISSUES**

- 11.1 We recognise that, statistically, children with special educational needs and/or disabilities or certain health conditions are most vulnerable to abuse and can face additional safeguarding challenges. College staff who deal with children with complex and multiple

disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse, including child-on-child abuse.

- 11.2 Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - these children being more prone to peer group isolation or bullying (including prejudicebased bullying) than other children;
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and □ communication barriers and difficulties in managing or reporting these challenges.
- 11.2 The College has pupils with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 11.3 As part of the PSHE curriculum staff will teach young people personal safety skills in an age appropriate manner. Pupils will be taught on how to keep themselves safe, peer pressure and appropriate relationships.
- 11.4 The College has pupils who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such pupils may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 11.5 Where necessary, the College will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.
- 11.6 We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

## **12 CHILDREN WHO ARE ABSENT FROM EDUCATION AND CHILDREN MISSING EDUCATION (CME)**

- 12.1 All children of College age, regardless of their circumstances, are entitled to full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 12.2 The school recognises that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. some pupils are at particular risk of missing education e.g. pupils



at risk of harm and abuse, GRT (Gypsy, Roma and Traveller) families, children of service personnel, missing children or runaways, children supervised by the Youth Justice Service and children of immigrant families.. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future.

- 12.3 Staff working within the College know and implement the College's policy on Missing Children, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.
- 12.4 Staff will monitor pupils' attendance through their daily register and will inform senior staff who in turn will be in touch with the local children's services for pupils who are regularly absent from College or have missed 10 College days or more without permission.
- 12.5 The College will notify the local authority when a pupil of College age is to be removed from the school roll when they:
- a) leave the school to be home educated;
  - b) move away from the school's location;
  - c) remain medically unfit beyond compulsory school age;
  - d) are in custody for four months or more (and will not return to school afterwards); or e) are permanently excluded.

We will ensure that pupils who are expected to attend the school, but fail to take up their place will be referred to the local authority.

When a pupil leaves the school, wherever possible, we will record the name of the pupil's new school and their expected start date.

- 12.6 The College will monitor attendance carefully and address poor or irregular attendance without delay. The College will follow up with parents/carers when pupils are not at school. This means we need to have, where reasonably possible, more than one, up to date, emergency contact number for each pupil. Parents should remember to update the school as soon as possible if the numbers change.

### **13 CHILDREN WITH A SOCIAL WORKER AND PRIVATELY FOSTERED CHILDREN**

- 13.1 At Hymers College, we recognise that when a child has a social worker, it is an indicator that the child could be more at risk. This may mean that they are more vulnerable to further harm, as well as possibly facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.
- 13.2 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

- 13.3 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services at least six weeks before the arrangement is due to start.
- 13.4 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.
- 13.5 Privately fostered children will be allocated a social worker.
- 13.5 Other children may need a social worker due to safeguarding or welfare needs.
- 13.6 Local authorities should share this information with Hymers College, and the DSL will hold and use this information, in the best interests of the child, to inform decision making about safeguarding and promoting the child's welfare and educational outcomes.

#### **14 ALLEGATIONS AGAINST STAFF**

- 14.1 At Hymers College we recognise the possibility that adults working in the school may harm children. This includes governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headmaster without delay; any concerns about the Headmaster should go to the Chair of Governors. Contact details are in section 2 of this document. Concerns may come from various sources, e.g. a suspicion; complaint; or disclosure made by the child, parent or other adult within or outside the organisation; or as the result of vetting checks undertaken.
- 14.2 All College staff (which always includes supply staff and contractors for safeguarding purposes) and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Particular care should be taken by those teaching on a one-to-one basis, by those involved in the personal care of children, and by those such as musicians and physical education staff who may come into physical contact in the course of educational demonstrations with pupils.
- 14.3 All staff and volunteers should have read and understand the College's staff behaviour and conduct policy.
- 14.4 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and reinforced at regular intervals. Particular note should be taken of the fact that communications between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. Should a member of staff be required to use reasonable physical restraint on any occasion, this must be reported immediately to the

Headmaster or in their absence a member of the DST: a written record is maintained of such instances by the Headmaster.

14.5 KCSIE September 2023 sets out two levels of allegation/concern:

1. **Allegations that may meet the harms threshold.**

It is an allegation if the person has:

**behaved in a way that has harmed a child, or may have harmed a child and/or;  possibly committed a criminal offence against or related to a child and/or;  behaved towards a child or children in a way that indicated he or she may pose a risk of harm to children; and/or**

**behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

2. **Allegations/concerns that do not meet the harms threshold (referred to as 'low-level concerns'.**

The term 'low-level concern' does not mean that it is insignificant, it means that it does not meet the criteria in 1. above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including appropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider referral to the LADO

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

- being overfriendly with children;
- having favourites;
- taking photographs of children on their personal mobile phone or other device;
- engaging with a child in a one-on-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

## **REPORTING ALLEGATIONS – LEVEL 1 – ALLEGATIONS THAT MEET THE THRESHOLD**

14.6 If a pupil makes an allegation against a member of staff other than the Headmaster or information is received which suggests that a member of staff may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Headmaster without informing the member of staff who is the subject of the allegation. Any children involved will be given the necessary welfare support.

- 14.7 Any person receiving an allegation must not ask leading questions nor guarantee confidentiality to the person making the allegation and must make a written record of what is said by the person making the allegation either contemporaneously or as soon as possible afterwards. This record must be handed to the person stipulated in 14.8 or 14.9 below.  
However, any person may make a referral to the local authority and/or police in such cases. The matter should not be discussed with others.
- 14.8 The Headmaster on all such occasions has to decide whether the concern is an allegation or a low-level concern. The term low-level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO). With an allegation, the Headmaster will discuss the content of the allegation with the LADO and if a crime is alleged with the police at the earliest opportunity and within one working day of receiving the allegation.
- 14.9 If the concern is about the Headmaster then this must be referred to the Chair of Governors. With an allegation the Chair of Governors will immediately (and within one working day) consult the LADO and, if a crime is alleged, with the police without notifying the Headmaster first. In the absence of the Chair of Governors, the matter should be referred directly to the LADO, again without notifying the Headmaster first.
- 14.10 The College will follow the local authority guidance for managing allegations against staff and will proceed only when given permission by the local authority and/or police to do so.
- 14.11 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO and if appropriate the College's HR and Legal Consultants in making this decision.
- 14.12 In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors in consultation with the LADO and if appropriate the College's HR and Legal Consultants in making this decision.
- 14.13 The College will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the College and that notification of any concerns is made to the DBS, in accordance with the legal requirement on the College to do so, with consideration being given to referral to the TRA, and included in references where applicable.
- 14.14 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 14.15 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 14.16 The College will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as

advised within the staff behaviour code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

- 14.17 The College will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 (or any pupil classified as a vulnerable adult) are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships between a member of staff and any pupil aged 18 and over constitute gross professional misconduct and will result in disciplinary proceedings.
- 14.18 Should the College employ supply staff from an agency, the College will inform the agency of its process for managing allegations: the College and not the agency is responsible for reporting allegations to the local authority and/or police. The College will follow external guidance and will keep the agency fully informed and involved as guided and deemed appropriate.

*Should there be a perceived conflict of interest on the part of the Headmaster, then direct referral to the local authority should be considered*

#### **REPORTING ALLEGATIONS – LEVEL 2 – LOW LEVEL CONCERNS**

- 14.19 Low-level concerns about a member of staff should be reported to the Headmaster. Where a low-level concern is raised about the Headmaster, it should be shared with the Chair of Governors.
- 14.20 Staff should self-refer if they find themselves in a situation that could be misinterpreted, which might appear compromising to others, and/or on reflection they believe they have behaved in a such a way that they consider falls below the expected professional standards.
- 14.21 If the concern has been raised by a third party, the Headmaster will collect as much evidence as possible by speaking
- directly to the person who raised the concern, unless it has been raised anonymously, to the individual involved and any witnesses.
- 14.22 If the low-level concern is about a person employed by a supply agency or a contractor, this concern should be shared with the Headmaster and recorded in accordance with the school's low-level concern/staff code of conduct policy. Their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.
- 14.23 Information collected will help the Headmaster categorise the type of behaviour and determine what further action needs to be taken.

Low-level concerns will be recorded in writing, including:

- name of the individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

- rationale for decisions and action taken

If the person sharing the concern wishes to remain anonymous this should be respected as far as reasonably possible.

- 14.24 Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records will be kept at least until the individual leave the employment of Hymers College.
- 14.25 Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation (level 1), then the matter will be referred to the LADO. The records' review may identify wider cultural issues within the school that enabled the behaviour to occur. This may lead to revision of policies and processes or extra training would be delivered to minimise the risk of it happening again.
- 14.26 The College will endeavour to ensure that any lessons are learned from all allegations made, noting that learning lessons from allegations also applies to cases not proven or unsubstantiated.

*Should there be a perceived conflict of interest on the part of the Headmaster, then direct referral to the local authority should be considered*

## **REPORTING ALLEGATIONS – ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES**

- 14.27 If staff at Hymers College receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children, the school will follow their own safeguarding procedures, including informing the LADO.

## **15 THE PREVENT DUTY**

- 15.1 The College has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance.
- 15.2 The DSL has received training about the Prevent Duty and tackling extremism and other members of staff normally complete an online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the local children's services.
- 15.3 Staff are aware of the increased risk of online radicalisation. Suitable IT filtering/screening and monitoring is in place on the College's computer system. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet
- 15.4 Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should report these concerns via the safeguarding channels and discuss with the DST.
- 15.5 Hymers College are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching

and learning, whilst making a positive contribution to the development of a fair, just and civil society

- 15.6 Visiting speakers will be vetted so that the College can be satisfied that the information provided by speakers will be aligned to the ethos and values of the College and to British values.
- 15.7 Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.
- 15.8 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Further details about radicalisation are provided in Appendix 2.

## 16 RELATED POLICIES

There are a number of College policies, published through the College website, all of which have a direct relationship to safeguarding:

- 16.1 **Recruitment and Selection:** this sets out approach taken to required pre-appointment checks and describes how records are maintained. Checks for staff in paid employment will normally include: identity, relevant qualifications, DBS and barred list, right to work in the UK, references, medical, detailed employment history (not cvs). Additional checks are in place for those who have worked overseas and/or who work with under 8s and in EYFS. Prior to interview internet searches will be made to identify any problematic activity.
- 16.2 **Anti-bullying:** this sets out the College's approach to bullying in all its forms, bullying which causes or threatens serious harm to a pupil is potentially a child protection matter. Aspects of bullying are noted under child-on-child abuse.
- 16.3 **Pupil behaviour and sanctions:** this sets out the College expectations for high levels of pupil conduct and describes how the College seeks to achieve these.
- 16.4 **Code of conduct:** this provides guidance to staff on how they should conduct themselves in their relationships with pupils and advice on the use of social media.
- 16.5 **Acceptable use of IT:** this sets out a code of conduct for users of the College's IT systems, which are filtered and monitored centrally.
- 16.6 **Whistleblowing:** this provides guidance for anyone wishing to draw the attention of the Headmaster or the Chair of Governors any problematic feature of safeguarding either in general or with regard to an individual case.
- 16.7 **Health and safety and educational trips and visits:** these provide guidance to staff on maintaining a safe environment within the College and when taking pupils on external trips and visits.
- 16.8 **PSHE:** including guidance on **Relationship and Sex Education**.
- 16.9 **Online Safety policy:** provides guidance on the safe use of technology.

16.10 **Attendance and registration policy:** this includes information about children missing education.

### **Appendix 1A: Types of abuse: specific safeguarding issues and signs and indicators of abuse**

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

#### **Specific Safeguarding Issues:**

##### **Domestic abuse:**

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a) physical or sexual abuse
- b) violent or threatening behaviour
- c) controlling or coercive behaviour
- d) economic abuse (adverse effect of the victim to acquire, use or maintain money other property; or obtain goods or services); and
- e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibilities for the same child or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Staff will receive appropriate training to enable them better to understand the impact of domestic abuse on children.

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

Children who witness **domestic abuse** may amongst other indicators:

- become aggressive;
- display anti-social behaviour;
- demonstrate overnight incontinence (bed-wetting);



- suffer from depression or anxiety; and not do as well at College due to difficulties at home or disruption of moving to and from refuges.

### **Operation Encompass**

Operation Encompass is a national system operating in the majority of police forces across England. When the police have been called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (the DSL) at Hymers College. This ensure that the school has up to date information about the child's circumstances and can offer support to the child according to their needs.

### **National Domestic Abuse Helpline (24 hours, free and in confidence)**

0808 2000 247

### **Child Sexual Exploitation, Child Criminal Exploitation and County Lines**

**Child Sexual Exploitation (CSE):** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. This imbalance may arise from a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Potential vulnerabilities**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these vulnerabilities.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involving adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

**Child Criminal Exploitation (CCE):** Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can occur through the use of technology. Examples of CCE include: being coerced into moving drugs across the country (county lines), being forced to shoplift or being forced to threaten other young people.

Again, as with CSE, this imbalance may arise from a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources.

**County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims, it may involve force and/or enticement-based methods of compliance. County Lines Exploitation can still be exploitation even if the activity appears consensual. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. The perpetrators may be individuals or groups, males or females and young people or adults and it is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Children can easily become trapped by this type of exploitation as county lines gangs create drugs debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs.

### **Child Sexual Exploitation – indicators of CSE**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- acquisition of money, clothes, mobile phones etc. without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- association with other young people involved in exploitation;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of or otherwise misusing drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections or pregnancy;
- evidence of/suspicions of physical or sexual assault;

- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media; □ increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

**Criminal exploitation of children and vulnerable adults: County Lines guidance – indicators of CCE** Some indicators of involvement in serious violence and county lines and criminal exploitation are listed below, with those at the top of particular concern:

- persistently going missing from College or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts and/or phone calls;
- references to gangs;
- association with other young people involved in exploitation;
- relationships with controlling/older individuals or groups;
- returning home under the influence of or otherwise misusing drugs/alcohol;
- going missing from home / care without explanation or regularly coming home late;
- children who regularly miss school or education or do not take part in education;
- suspicion of physical assault / unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in College results / performance;
- gang association or isolation from peers or social networks;
- self-harm; and/or
- significant changes in emotional well-being.

### **Indicators of county lines involvement**

Many of the indicators of CSE and CCE may be applicable to where children are involved in county lines. Some additional indicators are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

### **Child abduction and community safety incidents**

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

- Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
- As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.
- It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

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

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.
- The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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

- Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
- Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Cybercrime

- Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.
- Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

## Appendix 1B: Fabricated and Induced Illness, FGM, Forced Marriage, HBA

**Fabricated or Induced Illness** is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided; □ Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness the College will work closely with other agencies to ensure information is shared appropriately.

Where a child has suffered, or is likely to suffer, significant harm, the College will make a referral to Children's Social Care/the MASH.

**Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of external female genitalia or other injury of the female genital organs. It is illegal in the UK and constitutes a form of child abuse with long-lasting harmful consequences. FGM is internationally recognised as a violation of human rights of girls and women, and it is essential that staff are aware of certain practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

FGM typically takes place between birth and around 15 years old (although it can occur later); however, it is believed that the majority of cases happen between the ages of 5 and 8. Staff should not assume that FGM only happens outside the UK.

There is a specific legal duty on teachers. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teacher must personally and immediately report to the police where they discover that an act of FGM appears to have been carried out and discuss any such cases with the DSL and children's services. By law, teachers who fail to report such cases will face disciplinary sanctions.

If a girl is considered to be at risk or there is a suspicion that FGM may be going to take place you should report this using the usual safeguarding reporting process.

Types of procedure include:

- 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

Other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Beliefs underpinning FGM include:

- 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
- Cosmetically desirable
- Makes childbirth easier

Circumstances and occurrences (risk factors) that may indicate that FGM may take place:

- Low level of integration into UK society
- Child talking about getting ready for a special ceremony
- Visiting female elder from the country of origin
- Family taking a long trip abroad/holiday to the country of origin/at-risk country
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria and Eritrea, as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's mother or sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage, or a 'special procedure' to become a woman
- Girls who are withdrawn from PSHE

Signs that may indicate a child has undergone FGM:

- Prolonged absence from College and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Spending long periods of time away from the classroom with bladder or menstrual problems
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Finding it difficult to walk, stand or 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 their social group Reluctance to take part in physical activity
- Repeated urinary tract infections, menstrual or stomach problems
- Reluctance to undergo normal medical examinations
- Disclosure

### **Actions**

THE 'ONE CHANCE' RULE action must be taken without delay: inform the police and make a referral through the DST or direct to local authority children's services.

- If staff have a concern regarding a girl that might be at risk of FGM, they should treat the situation as a safeguarding concern and follow the College's safeguarding procedures, discussing the issue with the DSL and liaising with police and children's social care immediately.
- It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the College's DSL and involve children's social care as appropriate.

**Forced Marriage:** a forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights.

A change in law that came into force in February 2023 made it a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage should be responded to as a child protection concern and referred without delay to the local authority children's services and social care.

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

Staff can contact the Forced Marriage Unit for advice or information:

Tel: 020 7008 0151      email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**Honour-based abuse (HBA)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. It may include but is not restricted to FGM, forced marriage and practices such as breast ironing. Abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Children may become entangled in inter-family or other disputes which may involve some form of punitive violent action or non-violent abuse against a member of the child's family or the child themselves. There have been cases of acid attacks and arson as well as murder. Staff should be vigilant and report any suspicions of a child being at risk of or already having suffered HBA to the DST without delay.



## Appendix 2: Preventing Radicalisation

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

### Indicators of vulnerability to radicalisation

Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

#### Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

#### Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

#### Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?

- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element □  
Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations, making remarks or comments about being at extremist events or rallies outside school
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Significant changes to appearance and/or behaviour, secretive behaviour

If staff have any concerns they should follow the school safeguarding procedures and report to the DST.

### Appendix 3: Early help and intervention

KCSIE states that any child may benefit from early help, but all College and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as FGM or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

#### Referrals to Children's Social Care/Services for statutory assessments

Referrals to Children's Social Care/Services for statutory assessments are made under the Children Act 1989.

Section 17, Child in Need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Section 47, Child suffering or likely to suffer significant harm: Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence and extra-familial threats like radicalisation and sexual exploitation.

Where there is a child in immediate danger of who is at risk of harm, for example a complaint involving a serious criminal offence a referral will always be made to the relevant authority and/or police immediately without further investigation within school. **Anyone can make a referral.** Where the referral is not made by the DSL, they should be informed as soon as possible that a referral has been made.

There may be a need for Children's Social Care/services and/or the police to provide immediate protection whilst an assessment or enquiries are carried out.

When making a referral of a case of suspected or alleged abuse, the person making the referral/ Designated Safeguarding Lead will ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate.

The person making the referral/Designated Safeguarding Lead will clarify with the investigating agencies when, how and by whom the parents and the pupil will be told that a referral has been made. A member of staff, either the Designated Safeguarding Lead or the member of staff who knows the pupil best, (Form Tutor or Head of Year) will be prepared to contribute to the strategy discussion the School's knowledge of the pupil.

## **Appendix 4: Other Concerns**

### **Looked-After Children (LAC)**

A 'Looked-After' Child is one who is subject to a care order (either an interim or a full care order), or who is voluntarily accommodated by the local authority. The most common reason for children to be looked after by the Local Authority is as a result of abuse and/or neglect.

Appropriate pastoral staff should have all the relevant information required about:

- The child's looked after legal status (i.e. they are looked after under voluntary arrangements with the parents' consent, or are under an interim or full care order)
- The levels of authority delegated to the carer by the local authority
- Details of the child's social worker
- The name of the Virtual College Head in the authority that looks after the child (a Virtual College Head is an officer employed by the local authority to promote the educational achievement of the child)

Any Looked-After Children (LAC) in the College are supported by a designated teacher, whose aim is to promote and support their educational progress.

A previously Looked-After Child remains potentially vulnerable, and, where relevant, all staff will be supported to develop the skills, knowledge and understanding to keep him/her safe. In such a case the DSL and pastoral team would work closely with all agencies. The College recognises the need for prompt action to be taken when necessary to safeguard any LAC children, given their particular vulnerabilities.

### **HOMELESSNESS**

There are many situations which are potentially harmful or concerns which may cause harm to children, and any evidence of any of these should be presented to the DST without delay.

Being or being at risk of becoming homeless present a real risk to a child's welfare. The DSLs are aware of the contact details and referral routes in the Local Housing authority so that they can raise concerns quickly where needed, together with a referral to Children's Social Care if a child is at risk of harm.

Indicators that a family may be at risk of homelessness may include a family being asked to leave a property or other such as:

- Household debt □ Rent arrears
- Domestic abuse
- Anti-social behaviour

### **SERIOUS VIOLENCE**

All staff should be aware of the indicators that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school;
- a change in friendships;
- relationships with older individuals or groups;
- a significant decline in performance;

- signs of self-harm;
- a significant change in wellbeing; □ signs of assault or unexplained injuries; or □ unexplained gifts or new possessions.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence. These include:

- being male;
- having been frequently absent or permanently excluded from school;
- having experienced child maltreatment;
- having been involved in offending, such as theft or robbery.

Any concerns about a child should be reported through the school safeguarding procedures and discussed with the DST.

## **Appendix 5: Children requiring mental health support**

All staff should 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.

Staff are well-placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

**Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.**

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the school safeguarding procedures should be followed.

Hymers College recognises the importance of educating children about mental health and this may be through the curriculum (including PSHE), assemblies and other areas such as peer support.

### **Identification**

When children have suffered abuse or neglect, or some other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include, but is not limited to:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions) **Early Support and access to specialist support.**

If staff are concerned about a child they should follow the school safeguarding route and consult the DST.

Early support in school may include accessing the school nurses or the school counsellor. It may be necessary to make a referral to specialist support e.g. CAMHS



## Appendix 6: Sexual violence and sexual harassment

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

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

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal). They are never acceptable.

Staff should be aware that some groups are potentially more at risk and evidence shows that girls, children with SEND and LGBTQIA+ children are at greater risk.

It is essential that all pupils are reassured that they are being taken seriously and that they will be supported and kept safe. A pupil should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a pupil ever be made to feel ashamed for making a report.

Staff at Hymers College should be aware of the importance of:

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

### Sexual violence

- It is important that College staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

### **Causing someone to engage in sexual activity without consent**

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

### **Sexual harassment**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- upskirting or other forms of covert making of images; ‘upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.  
It may include:

- non-consensual sharing of nudes and semi-nudes and/or videos. Taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content ○ sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and ○ sexual exploitation; coercion and threats

## **THE RESPONSE TO A REPORT OF SEXUAL VIOLENCE OR SEXUAL HARASSMENT**

The initial response to a report from a child is incredibly important. 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.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If members of staff have a concern about a child or a child makes a report to them, **they should follow the referral process set out in this policy**. As is always the case, if staff are in any doubt as to what to do, they should speak to a member of the DST.

The DST will follow the guidance in KCSIE and also use the document 'Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, proprietor, Headmasters, principals, senior leadership teams and designated safeguarding leads', updated September 2021 when investigating reports from pupils or staff.

**A flowchart of possible outcomes is found in Appendix 11.**

**The NSPCC helpline 'Report abuse in education' can be accessed on 0800 163 663 or by email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

Relationships and Sex Education and PSHE teach students about respectful, positive, safe and healthy relationships and consent.

## **Appendix 7: TERMINOLOGY**

The following terminology is used in this policy:

**Abuse** is defined in the DfE document 'Keeping Children Safe in Education' as 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.'

**Child/Pupil** refers to all young people including those who have reached their 18th birthday.

**Child in Need:** defined under the Children Act 1989 as 'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.' Children in Need may require multi-agency support, e.g. CAMHS, TAF, TAC (such as pupils with eating disorders or depression).

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Children at Risk:** those children who suffer from an acute problem or may be at significant risk of immediate harm. They require an immediate referral to Children's Services and Social Care, the local authority's Designated Officer (DO) support or the Police.

**Contextual Safeguarding:** Considering the context within which certain incidents and/or behaviours occur. Assessments of children should consider such factors, and the information provided by Colleges to agency decisions can prove very useful.

**Early Help:** KCSIE defines this as action that 'provides support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.' (KCSIE 2018 p. 6). If Early Help is appropriate, the DSL will liaise with other agencies to support the child, and will keep the situation under constant review.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Child-on-child Abuse** refers to a range of types of abuse perpetrated by a child on another child, including cyberbullying, physical assault (e.g. hitting, kicking, shaking, biting, hair pulling), verbal bullying, sexual assaults, gender-based violence, sending nudes and semi-nudes, upskirting, and initiation and ritualistic types of violence (also known as 'hazing').

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

**Sexual Assault:** intentional sexual touching without consent.

**Sexual Consent:** Having the freedom and capacity to choose. In the context of sexual activity it means that a person may agree to one kind of action but not another. Consent can be withdrawn at any time during sexual activity and each time the sexual activity occurs.

**The age of consent** to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

**The Sexual Offences Act 2003** provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

**Sexual Harassment:** Unwanted conduct of a sexual nature which can occur online and in real life. Sexual harassment violates the victim's dignity, makes them feel intimidated, degraded and humiliated, and can create a hostile, offensive and sexualised environment.

**Sexual Violence** includes acts such as rape, assault by penetration and sexual assault.

**Significant Harm** is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm, but consideration should be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- The duration and frequency of abuse or neglect
- The extent of premeditation

**Staff** refers to all those working for or on behalf of the College, full-time or part-time, in either a paid or voluntary capacity.

## **Appendix 8: Education at home and remote learning**

### **Safeguarding pupils and teachers online**

Most children were educated at home from March 20<sup>th</sup> 2020 until the summer break during the coronavirus (COVID-19) outbreak, and some students may have to go into periods of isolation from September 2020 or undergo periods of blended learning. School leaders and teachers are having to adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures.

As set out in the [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) guidance, online education should follow the same principles set out in the College's staff behaviour policy.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that staff understand how to approach safeguarding procedures online.

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

*Specific guidance will be provided by the senior leadership.*

### **Reporting concerns**

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. Any child protection concern must be reported as now to the DST or if it involves an allegation against staff to the Head (or for allegations against the Head, to the Chair of Governors).

### **Communicating with parents, carers and pupils**

Where education is now having to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- do not to share personal information

### **Virtual lessons and live streaming**

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities and considering online safety.

### **Providing pastoral care remotely**

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty.

Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

### **Personal data and GDPR**

Schools and colleges should continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources □ providing access to school data systems safely

## Appendix 9      RECORDING & REPORTING

YOU should OBSERVE, R\*E\*C\*O\*R\*D and REPORT

**R**ESPOND without showing signs of disquiet, anxiety or shock

- listen with care
- reassure the pupil that he/she is not to blame
- do not show disbelief: take the allegations seriously affirm the pupil's feelings as he/she expresses them: do not tell the pupil how he/she should feel
- do not be judgmental about the information given to you

**E**NQUIRE about how an injury was sustained or why he/she is upset

- do not have a *whodunit* approach: a casual enquiry about who did it is all right, but do not pursue the matter. Only ask enough questions to gain basic information. Use open-ended questions such as when did it happen?; where did it happen?; who did it?; what happened? Avoid 'how' and 'why' as these questions require a judgement call by the child and may also induce self- recrimination.

**C**ONFIDENTIALITY should not be promised to children or adults

- explain that you may have to share the information if you are concerned about the pupil's safety but the pupil would usually be told about this first

**O**BERVE carefully the behaviour or demeanour of the child or the person expressing concern

**R**ECORD, on the same day, either directly to CPOMS or in handwriting on the "Raising a Concern" form, what you have seen and heard. These forms are available on Schoogle and from the DSL. This should be dated and contain as much information as you know about the child e.g. name, date of birth. Written records can then be scanned and uploaded to CPOMS, the written version should be kept by the DSL.

**D**O NOT INTERROGATE: rather encourage the child to say what he/she wants to say

**Report** the matter **immediately** to Designated Safeguard Lead (DSL), Helen Jackson or Peter Doyle in the Junior School. All evidence (e.g.: scribbled notes, mobile phones containing text messages etc.) must be safeguarded and preserved.

**The DSL will then take the most appropriate action:** Options include:

- Managing any support for the child internally.
- An early help assessment
- A referral for statutory services.

If in exceptional circumstances, the DSL (or deputy) is unavailable appropriate action should not be delayed. Staff should speak to another member of the Senior Management Team and/or take advice from local children's social care. Any action taken should be shared with the DSL (or deputy) as soon as possible. If a member of staff is unhappy with the way their concern is dealt with by the DSL or Headmaster they should be aware that anyone can make a direct referral to the SSD.



## Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Helen Jackson (Senior School) or Peter Doyle (Junior School) if they have a safeguarding concern about a student.



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

### Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

**[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]  
[Make it clear if you have a raised a concern about a similar issue previously]**

**Your signature:**

**Time form completed:**

**Date:**

Time form received by DSL:

Action taken by DSL:

Referred to...?

EHASH  
CAMHS

Other

Police

Headmaster

Prevent

Counsellor

See below

Other \_\_\_\_\_

Date:

Time:

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

\_\_\_\_\_

\_\_\_\_\_

Feedback given to...?

Pastoral team

Teacher

Child

Person who recorded disclosure

Further Action Agreed. State if no action and give reason

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

Full name:

DSL Signature:

Date: **Indicate clearly where the injury was seen and attach this to the Recording Form**

**STAFF NOTE - YOU SHOULD NOT EXAMINE ANY PART OF THE BODY THAT IS NOT USUALLY VISIBLE**

Indicate clearly where the injury was seen and attach this to the Recording Form

**STAFF NOTE - YOU SHOULD NOT EXAMINE ANY PART OF THE BODY THAT IS NOT USUALLY VISIBLE**

### Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

**STAFF NOTE - YOU SHOULD NOT EXAMINE ANY PART OF THE BODY THAT IS NOT USUALLY VISIBLE**

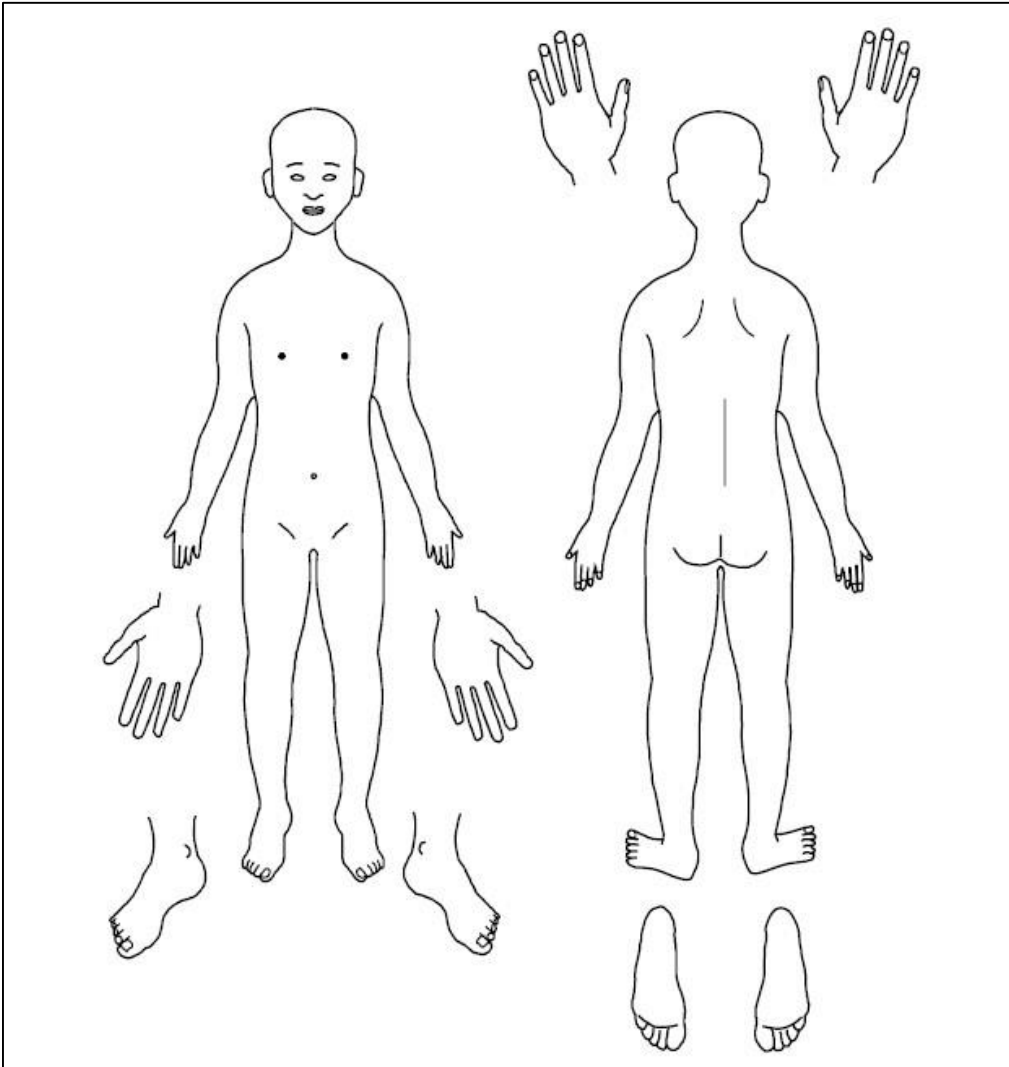
**Skin Map**

Name of child \_\_\_\_\_

Date of birth \_\_\_\_\_

Date of recording \_\_\_\_\_

Name of recorder \_\_\_\_\_



**Skin Map**

**Additional information**

**STAFF NOTE - YOU SHOULD NOT EXAMINE ANY PART OF THE BODY THAT IS NOT USUALLY VISIBLE**

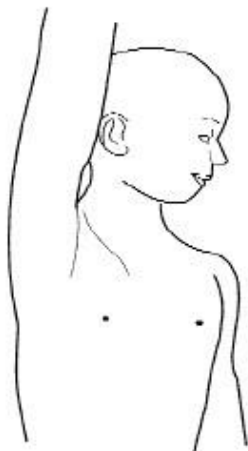
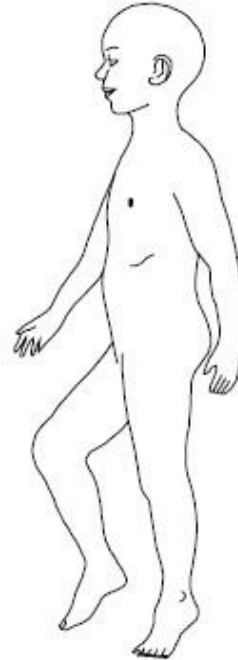
### Skin Map

Name of child \_\_\_\_\_

Date of birth \_\_\_\_\_

Date of recording \_\_\_\_\_

Name of recorder \_\_\_\_\_



**Additional information**

## Front Sheet: CHILD PROTECTION RECORD

Date file started: \_\_\_\_\_

	Current	Changed to	Changed to
<b>Status:</b> <i>CP, CIN, CAF, Cause for Concern</i>			
<b>Name of child:</b>			
<b>Any other names by which the child is known/has been known:</b>			
<b>Date of birth:</b>		-----	-----
<b>Address:</b>			
<b>Other family members:</b> <i>(include full name, relationship, if under 18 include age and school where known)</i>			
<b>Are any other child protection files held in school relating to another child closely connected to this child?</b>	Yes (circle) (please state which other child)		No (circle)
<b>Name and contact number of key workers:</b> <i>(Include Children's Services Social Care and any other relevant professionals)</i>			
<b>Name and contact number of GP if known:</b>			

***Hymers College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## Chronology

This information is gathered to provide an overview of the nature of concerns and details of significant professional interventions.

<b>Date and Time</b>	<b>Nature of contact including name of person(s)</b>	<b>Key issues discussed &amp; actions agreed or taken in response</b>	<b>Further details in file? Y/N</b>	<b>Signature and role of record keeper</b>



## CPOMs – Guidance Sheet

### Adding an Incident

- To add an incident to the system click on the **Add Incident** link at the top of the screen.



This takes you to the incident page where you can proceed to fill in all the required information.

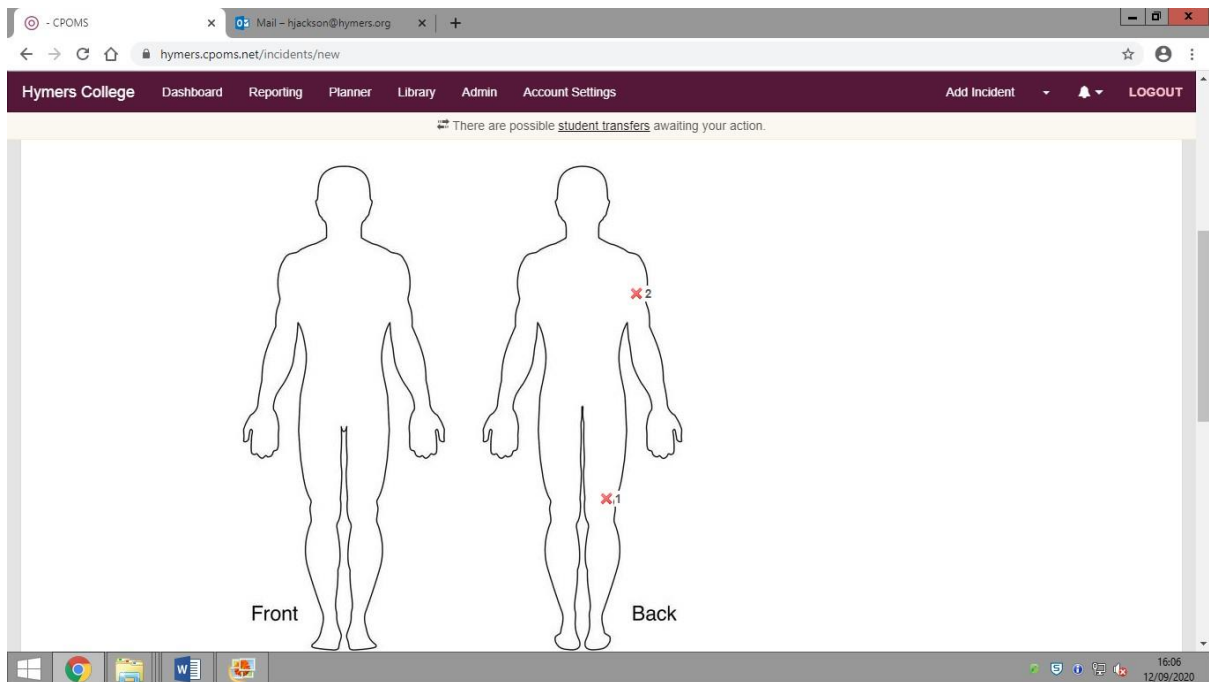
- To select a child on the incident page, begin by typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Scroll to the correct name and select.
- If you have selected the wrong name click the delete button to select an alternative.

A screenshot of the CPOMs 'Add Incident' page. The page is titled 'hymers.cpoms.net/incidents/new'. It features a navigation bar with 'Add Incident' and 'LOGOUT' links. Below the navigation bar, there is a message: 'There are possible student transfers awaiting your action.' The main form area includes a 'Student' dropdown menu with a search box containing 'emilia'. The dropdown menu is open, showing a list of student names: 'emilia (New Student)' and 'Emilia Jackson (Year 7)'. Below the student selection, there are 'Categories' checkboxes for various incident types, a 'Linked student(s)' dropdown menu, a 'Body map' dropdown menu, and a 'Date/Time' field set to 'Sat 12 September 2020' at '3:57PM'.

- Fill in the incident box with all of the details about the incident you are adding. This is a free text box so you can add as much or as little as needed, be careful to be

accurate and specific. Include full names, telephone numbers or email address as necessary.

- After you have filled in all the details you then need to select at least one category to assign it to, if there is overlap between categories e.g. a racist bullying incident that has happened on social media could come under 'behaviour – suspension', 'bullying/friendship – racist incident' and 'parental contact – face to face'.
- You can then choose to link in other students if more than one is involved in the particular incident. This will copy the incident to all pupils selected. You can also select to copy any documents added to the linked student.
- The 'Body Map' feature allows you to apply numbered markers to a body map to support your incident text.



- You can then select a time and date. These will both default to the current time and date you are adding the incident, however you can change these to when the incident actually occurred to be accurate.

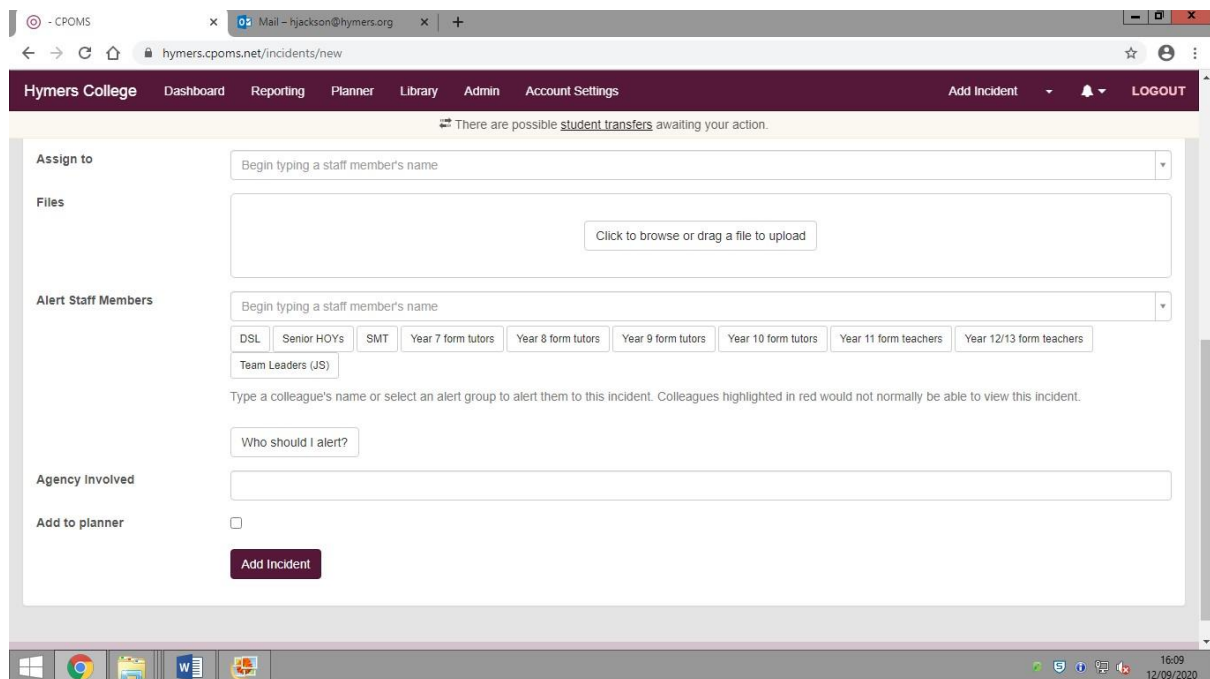
### Alerting Staff

You need to alert the relevant staff to the incident.

- If it is a safeguarding incident you need to alert the DSL team – you should also make sure you speak to them in person as requested during the training session.
- For most other incidents you will usually alert the Form Tutor and relevant Head of year.
- There is a helpful drop down list of all the staff who are involved with the particular student, you access this using the 'who should I alert' button.

### Assigning Staff

- If this incident requires further action you can assign it to a member of staff, e.g. Form Tutor, Head of Year, DSL. This means it will show up on their dashboard requiring attention.



### Uploading a document/file

- To upload a document, select the browse button to find the relevant document on your pc and add as you would an email attachment.

### Add agency

- If you click in the 'Agency Involved' box it allows you to add any agencies involved with the student e.g. police, social services.

Once you have completed the information select the 'Add Incident' button and submit.

### Viewing an Incident and Adding Actions

- If you have been sent any alerts, you will receive an email to your school email address. This email will contain a link to the CPOMS site.
- Once logged in to the dashboard you will see your list of alerts.
- It tells you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the alert was created.
- If you click on the word **incident** you will be taken directly to view the incident.



- Once you have read the incident, you may need to add an action. You do this by clicking on the **'Add Action'** button.
- When you have finished reading and adding actions you can **'mark as read'** to acknowledge you have seen the incident and understand the content, only do this when you are confident you do not need to do anything else.

## Appendix 10

### Sharing nudes and semi-nudes: how to respond to an incident

An overview for all staff working in education settings in England

This document provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.

**All** such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), *Sharing nudes and semi-nudes: advice for education settings working with children and young people* and should **not** refer to this document instead of the full guidance.

#### What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

#### What to do if an incident comes to your attention

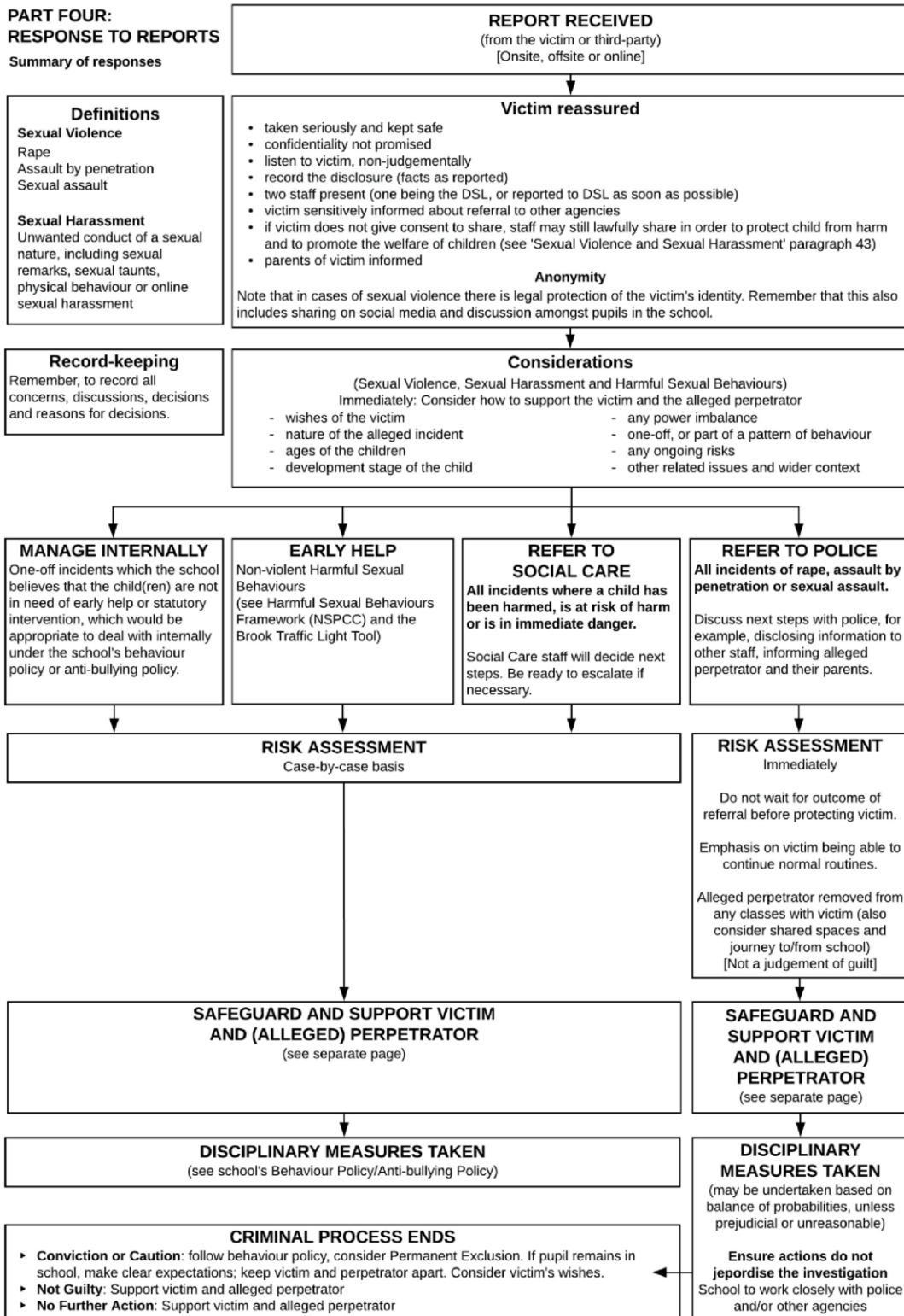
**Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.**

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.<sup>1</sup>
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).
- For further information Download the full guidance, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020) at [www.gov.uk/government/publications/sharing-nudesandsemi-nudes-advice-for-education-settings-working-with-children-and-young-people](http://www.gov.uk/government/publications/sharing-nudesandsemi-nudes-advice-for-education-settings-working-with-children-and-young-people).

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<sup>1</sup> In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent).

## Appendix 11 – Reponse to reports of sexual harassment or sexual violence



© 2017 Andrew Hall

Source:  
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

# Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator	Other children
<ul style="list-style-type: none"> <li>• needs and wishes of victim are paramount</li> <li>• not made to feel they are the problem</li> <li>• consider proportionality of response</li> <li>• aim for victim to carry out normal routine</li> <li>• recognise that they may struggle in class and may need time out (if they wish)</li> <li>• be aware that they may not disclose the whole picture immediately</li> <li>• prepare for support over a long period and consider who is involved (internal and external)</li> <li>• if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support</li> </ul>	<ul style="list-style-type: none"> <li>• possible tension between discipline and support (these are not mutually exclusive)</li> <li>• consider age/ developmental stage/any SEND</li> <li>• proportionate response</li> <li>• consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma)</li> <li>• if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file</li> </ul>	<ul style="list-style-type: none"> <li>• witnesses may need support (especially in cases of sexual violence)</li> <li>• avoid allowing pupils to ‘take sides’</li> <li>• minimise potential for bullying or victimisation in school and on school transport</li> <li>• be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)</li> <li>• develop safeguarding culture</li> <li>• constantly review reporting procedures and responses</li> <li>• consider potential for systematic and environmental weaknesses</li> </ul>

## Further Links

Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

[www.safeguardinghandbook.co.uk/svsh](http://www.safeguardinghandbook.co.uk/svsh)

Harmful Sexual Behaviour Framework (NSPCC)

[www.safeguardinghandbook.co.uk/hsbf](http://www.safeguardinghandbook.co.uk/hsbf)

Sexual Behaviours Traffic Light Tool (Brook) (identifying typical and atypical sexual behaviours)

[www.safeguardinghandbook.co.uk/brook](http://www.safeguardinghandbook.co.uk/brook)

Preventing bullying (DfE)

<http://www.safeguardinghandbook.co.uk/bullying>

## Assessing behaviour

Hackett's 'Continuum of children and young people's sexual behaviours' model can help practitioners to understand that children and young people's sexual behaviours exist on a wide continuum from normal to abusive and violent behaviours, and may move fluidly between each category. It is important to note that an isolated incident that demonstrates problematic or abusive behaviour may not necessarily be indicative of the child or young person's overall sexual behaviour.

It is important for professionals to place a child's sexual behaviour within the context of their age and development.

All concerns should be referred using the school safeguarding procedures and discussed with the DST.

Adapted from 'A continuum of children and young people's sexual behaviours' (Hackett 2010)

