

SAFEGUARDING POLICY

Incorporating our Child Protection Policy

This document has been reviewed with reference to the documents 'Keeping Children Safe in Education' (2018), 'The Prevent Duty, Departmental advice for schools and childcare providers, July 2015', 'Working Together to Safeguard Children 2018' and 'The Children Act 2004'. These documents are kept on file in the school.

THIS POLICY IS WRITTEN IN LINE WITH OUR:

- Appointment of Staff and Safer Recruitment Policy
- E-Safety Policy
- Youth Produced Sexual Imagery (Sexting) Policy
- Preventing Extremism and Radicalisation Policy
- Whistleblowing Policy
- Behaviour Policy
- Anti-bullying Policy
- Missing Children Policy
- Staff Code of Conduct (Behaviour) Policy

These are all available on request from the school office.

1. SCHOOL STATEMENT

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

The terms 'child' and 'children' includes everyone under the age of 18.

The Trustees take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the school's care. The Trustees will ensure that persons with leadership and management responsibilities in the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the well-being of pupils according to section 10(2) of the Children Act 2004(a).

The Vine Christian School is a Safeguarding School. We will invoke Child Protection Procedures where necessary.

Our Designated Safeguarding Lead is Mrs. Eve Strike. Her role is to provide support and direction to staff members to carry out their safeguarding duties and to liaise closely with other services such as children's social care, the Local Authority Designated Officer (LADO), the DBS and the police when managing referrals. As well as working closely with the Safeguarding Governor.

Our Deputy Designated Safeguarding Lead is Mrs. Jackie Gower. Her role is to provide support to the Lead and be available if the Lead is unavailable.

Our Chair of Trustees is Mr. Michael Spooner. His role in Safeguarding is to take the lead in dealing with allegations of abuse made against the Head Teacher.

Our Safeguarding Governor is Mrs. Rene Esterhuizen. Her role in Safeguarding is to take leadership responsibility for the school's safeguarding arrangements.

Our Head Teacher is Mrs. Eve Strike. Her role in Safer Recruitment is to ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children.

All staff members in the school must read the content of the policy. The Teacher Standards 2012 states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff must undertake a regular course on safeguarding and child protection that must be updated regularly. The School is committed to an on-going training programme on such matters. Yearly updates will be undertaken at the beginning of each school year.

All staff must read Part 1 and Appendix A "Further Information", of Keeping Children Safe in Education (2018). The school has systems in place to assist staff to understand and discharge their roles and responsibilities".

The Governors and Trustees recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Governors and Trustees are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught 'as part of providing a broad and balanced curriculum'
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents/carers.
- Ensuring that staff members are given support and training.
- Having a system for dealing with concerns about possible abuse.
- Maintaining good links with the statutory child care authorities.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who encounters children and their families has a role to play in safeguarding children. Anyone working in the school is particularly important as they can identify concerns early and provide help for children, to prevent concerns from escalating; they form part of the wider safeguarding system for children. For a description of this system, see *Working Together to Safeguard Children*, 2018.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may need extra help or who are suffering, vulnerable, or are likely to suffer, significant harm. Staff have a responsibility to review and monitor the list of these students on a regular basis and all staff members then have a responsibility to take appropriate action, working with other services as needed, including **Early Help**

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in the school who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm, as part of identifying vulnerable learners. The DSL will lead when early help is appropriate.

The following indicators might highlight the potential need for early help:

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child.

In addition to working with the Designated Safeguarding Lead, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes the school's safeguarding and child protection policy, the staff code of conduct and the designated safeguarding lead.

Staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to children's social care.

Staff members should be aware of any signs of extremist views of any kind in our school, whether from internal sources –students, staff or Governors and Trustees, or

external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in our policy about children who run away or go missing from home or care.

If staff members have concerns about a child, they should raise these with the school's Designated Safeguarding Lead, immediately. This also includes situations of abuse that may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, although any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) an inter-agency assessment will be conducted. These assessments, undertaken by a lead professional (a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor), will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

A concern is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being.

If, at any point, there is a risk of immediate serious harm to a child, the DSL should be informed immediately, who will make a referral to children's social care instantly. However, anybody can make a referral in a serious situation, but please inform the DSL if you do so. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be acting.

1. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or Deputy) should be considering the context

within which such incidents and/or behaviours occur. This is known as contextual safeguarding.

Assessments of children should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. As much contextual information as possible should be provided as part of the referral process. More information can be found at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

2. SAFER WORKING PRACTICES

The school has regard to the **Guidance for Safer Working Practices 2015** underpinning principles as follows:

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from the headteacher if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action, and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their local authority safeguarding procedures.

Staff should make themselves familiar with the following school documents and policies:

- Staff Handbook
- Anti-Harassment and Bullying Policy
- Appointment of Staff and safer recruitment policy.
- Code of Conduct Policy
- Grievance Procedure
- Management of Staff Absence Policy
- Staff Appraisal and Capability Policy

- Staff Discipline Policy
- Whistleblowing Policy
- Data Protection Policy
- Fire Safety Policy
- First Aid Policy
- Food Hygiene Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Risk Assessment Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equal Opportunities Policy
- Exclusions Policy
- Late and Uncollected Children Policy
- Looked After Children
- Missing Child Policy
- Misuse of Substances and Drugs Policy
- Physical Interventions Policy (include the use of Reasonable Force)
- School Trips and Educational Visits Policy
- SEND Policy
- Sex and Relationship Policy

3. **KEY TRAINING AREAS**

Timescale for training

Induction Training (mandatory)	Prior to starting at the school
Child Protection Awareness training for whole staff including Safeguarding (statutory)	Every two years with refresher training every other year
Designated Safeguarding Lead Training (statutory)	Every two years with refresher training every other year
Safer Recruitment Training (statutory)	Every two years
Training about preventing terrorism (statutory)	Annually
Training for School Governors (non-statutory)	Annually
Female Genital Mutilation	Every two years
Child Sexual Exploitation	Every two years
E-Safety	Annually

4. IMPORTANT CONTACT DETAILS:

Safeguarding incidents could happen anywhere, and staff should be alert to possible concerns being raised in this school

- Safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead.
- Safeguarding concerns about independent school proprietors should go straight to the Local Authority Designated Officer - the LADO.

To contact the following staff members please call the school office in the first instance:

- Mrs. Eve Strike- the Designated Safeguarding Lead Person for Child Protection.
- Mrs. Jackie Gower- the Designated Deputy Lead Person for Child Protection.
- Mrs. Rene' Esterhuizen – Safeguarding Governor.
- Mr. Michael Spooner– The Chair of the Trustees.
- Mrs. Eve Strike- The Head Teacher and Safer Recruitment Officer.

All staff members may raise concerns directly with Children's Social Care services

The school will work with the Local Authority Designated Officer (LADO) as deemed appropriate. The LADO provide advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately, or you have received information that may constitute an allegation.

For further advice or help contact:

- The NSPCC Helpline: 0808 800 5000
 - The NSPCC whistle-blowing helpline: 0800 028 0285
- The Police: 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened

5. TIMESCALES

- An Initial Assessment should be initiated by the DSL or Deputy DSL within 24 hours of receipt of a referral and completed in a maximum of **10 working days**. However, this may depend on the case and the other agencies involved.
- An initial assessment is deemed to be completed once the assessment has been discussed with the child and family (or caregivers) and the DSL or Deputy DSL has viewed and authorised the assessment.
- The initial assessment period may be very brief if the criteria for initiating Local Authority involvement are met, i.e. it is suspected that the child is suffering, or is likely to suffer significant harm and a strategy discussion should take place.
- Any extension to time-scale should be authorised by the DSL or Deputy DSL, with reasons recorded and any delay must be consistent with the welfare of the child.

CHILD PROTECTION POLICY

The Governors and Trustees recognise that many children and young people today are the victims of neglect, and physical, sexual and emotional abuse, including extremism and radicalisation. Accordingly, the Governors and Trustees have adopted the policy contained in this document, (hereafter “the policy”). The policy sets out agreed guidelines relating to the following areas:

- The Prevent Duty
- Definitions of abuse
- Responding to allegations of abuse, including those made against teachers in the school.
- Appointing teachers/assistants
- Supervision of activities and practice issues
- Helping victims of abuse
- Working with offenders
- Safer Recruitment including the level of DBS checks that will be undertaken for volunteers and Trustees

1. THE PREVENT DUTY

From Wednesday 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The Governmental definition of extremism is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

Schools and EYFS providers have a critical part to play. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere.

As a school and EYFS provider, we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.

- Ensure that their safeguarding arrangements consider the policies and procedures of the local authority, the police and the health service.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet.

The school holds a separate Preventing Extremism and Radicalisation Policy about this.

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The full Government Prevent Duty (2015) can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

THE ROLE OF THE CURRICULUM

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will achieve this by using a curriculum that includes:

- Citizenship programmes.
- Open discussion and debate.

- Work on anti-violence and a restorative approach addressed throughout curriculum Focussed educational programmes.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring.

SIGNIFICANT HARM

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Decisions about significant harm should be informed by a careful assessment of the child's circumstances and discussion between statutory agencies and with the child and family.

INDICATORS OF ABUSE

The following definitions of child abuse are taken from the document 'Keeping Children Safe in Education' (2018).

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. They may be abused by an adult or adults or another child or children.

Physical Abuse:

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

Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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.

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 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 offline 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 in education (see paragraph 50, KCSIE 2018).

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, for example, because 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.

SPECIFIC SAFEGUARDING ISSUES

Learners with SEN and Disabilities:

Learners with SEN and disabilities have additional safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children.
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. Most disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children.
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children.
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher.

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Children Missing from Education:

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school has a **Child Missing from Education** policy, written in accordance with the Children Missing Education Statutory Guidance for Local Authorities - September 2016, which we will abide by concerning this area.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

In the case of a child being withdrawn from the school and their whereabouts being unknown, the school will endeavour in the first place to contact the parents or guardians.

If no communication is received within a week, the school will contact the LEA to enquire whether they have any information regarding the child. If the LEA do not have any facts about the whereabouts of the child, we will consult with the LEA about the next step which may involve handing the case over to the local Children's Services.

If this is the case, a note will be made in the Admissions Register stating that the child's whereabouts is unknown and that they have been referred to the LEA. This will be updated if any relevant information is received.

Child Sexual Exploitation:

Child Sexual Exploitation (CSE) 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. 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 using technology.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for

affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds power over the victim, which increases as the exploitative relationship, develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school holds the following document on file if ever the need arises for such information: “Child Sexual Exploitation Definition and Guide Feb 2017” and KCSIE 2018 (page 77).

Child Criminal Exploitation: County Lines:

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

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

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

Peer-on-Peer Abuse:

- features physical, emotional, sexual and financial abuse of young people by their peers,

- can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others.
- is influenced by the nature of the environments in which young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer.
- can affect any child/young person, sometimes vulnerable children are targeted.

For example:

- Those living with domestic abuse or intra-familial abuse in their histories.
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend.
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators.
- Those with SEND

Concepts of abuse are built upon notions of 'power' and therefore 'consent', not to be confused with the age of consent to sexual activity:

- young people over the age of consent (16 and 17-year old) can be abused by their peers.
- Many young people who abuse their peers are themselves below the age of consent.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Both girls and boys experience peer-on-peer abuse, however they are likely to experience it differently i.e. girls being sexually touched or assaulted and boys being subject to homophobic taunts/initiation and hazing type rituals, as well as other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Violence involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.

While perpetrators of peer-on-peer abuse pose a risk to others they are often victims of abuse themselves.

[Above information is based on information in Practitioner Briefing: What is peer on peer abuse? Misunderstood Partnership \(2015\)](#)

Forms of Peer-on Peers Abuse:

This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Actions the school will take:

The school deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Behaviour & Anti-Bullying Policy.
- E-Safety Policy.
- Attendance Policy.
- Relationships and Sex Education Policy.

The school will also act to minimise the risk of peer-on-peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities.

This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

Action on serious concerns:

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately the DSL, who will refer to the Local Authority Designated Officer (LADO) or the Police, straightaway. However, staff may refer directly to the LADO or police, but please inform the DSL if you do so.

All allegations should be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school and advice sought from LADO.

Considerations for cases where peer on peer abuse are a factor include:

- What is the nature, extent, and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group, or wider social network?

The school will use resources on such issues to address these matters in PSHE.

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

(Taken from KCSIE 2018)

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment.

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

Staff should be aware of the importance of:

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

Sexual Violence:

This is sexual offences under the Sexual Offences Act 2003 which sets out a full definition for the following:

- Rape

- Assault by Penetration
- Sexual Assault
- Sexual Harassment

Robust guidance on sexual harassment may be found in Keeping Children Safe in Education 2018, and in the DfE guidance Sexual Violence and Sexual Harassment between Children in Schools and Colleges.

ORGANISED ABUSE

Female Genital Mutilation:

This is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Teachers have a specific legal duty to act with regards to concerns about female genital mutilation (FGM) and must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL. However, all staff should speak to the DSL where there are concerns.

Radicalisation:

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

OTHER SAFEGUARDING ISSUES

Staff need to be aware of the following specific issues:

Guidance and practical support on these specific safeguarding issues will be sought from expert and professional organisations, when needed, using the NSPCC and GOV.UK websites. Links to **Additional Advice and Support** may be found on pages 86-87 of KCSIE 2018, which signpost schools towards further information on specific safeguarding issues.

- Bullying including cyberbullying - see our 'E-Safety Policy'
- Domestic violence and abuse

see the following sources for help identifying the signs of domestic abuse:

- NSPCC: UK domestic-abuse signs symptoms effects.
- Refuge: what is domestic violence/effects of domestic violence on children.
- Safe Lives: young people and domestic abuse.
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate – see Appendix I of our Anti-Bullying Policy

- Homelessness – the DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children’s social care where a child is being harmed or at risk of harm. Schools should recognise that for 16- and 17-year-olds homelessness may not be family-based, and the DSL should ensure appropriate referrals to children’s services are made where necessary. Advice on homelessness can be found in KCSIE 2018, page 80 or page 19 of Part 1.
- Mental health
- Private fostering - staff and volunteers should remain alert to, and when it comes to their attention report to the LA, information which suggests a child is being privately fostered. They should then notify the LA to allow the LA to check the arrangements are safe.
- Sexting – See our ‘Youth-Produced Sexual Imagery Policy’
- Teenage relationship abuse
- Trafficking

Alternative Provision:

- If the school places a pupil with an alternative provision provider, they remain responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment.

Adults Who Supervise Children on Work Experience:

- When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Children staying with Host Families (Homestay) – See Annex E KCSIE 2018

Sharing Safeguarding/Child Protection Information with a New School or College:

When a pupil with child protection issues moves school, the DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue

supporting a victim of abuse and have the appropriate support in place for the pupil's arrival.

RECOGNISING AND RESPONDING TO ABUSE

The following signs may or may not be indications that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse:

- Any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention.
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for or participate in games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation.
- Cuts/ scratches/ substance abuse.

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- Any allegations made by a child concerning female genital mutation.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders – anorexia, bulimia.

Emotional Signs of Abuse:

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also, depression/ aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/ or adults.
- Attention-seeking behaviour.
- Persistent tiredness.
- Running away/ stealing/ lying.

WHAT TO DO IF YOU SUSPECT THAT ABUSE MAY HAVE OCCURRED

- You must report concerns as soon as possible to Mrs. Eve Strike, the Designated Safeguarding Officer (DSL), who is nominated by the Governors and Trustees to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. He/she may also be required by conditions of the School Insurance Policy to immediately inform the Insurance Company. In the absence of the DSL, the matter should be brought to the attention of Mrs. Jackie Gower the Deputy Safeguarding Lead.
- If the suspicions in any way involve the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor who should contact the Local Authority Designated Officer (LADO).

- Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected. Suspicions will not be discussed with anyone other than those nominated above.
- It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from a reputable safeguarding agency. Please inform the DSL immediately, if you do so.
- If, however, you feel that the DSL or Deputy DSL have not responded appropriately to your concerns, then it is open to you to contact the relevant organisation direct. We hope that by making this statement that we demonstrate the commitment of the school to effective child protection.

ALLEGATIONS OF PHYSICAL INJURY OR NEGLECT

If a child has a physical injury or symptom of neglect, the DSL will:

- Contact the Local Authority Designated Officer (LADO) for advice in cases of deliberate injury or where concerned about the child's safety. The school in these circumstances should not inform the parents.
- Where emergency medical attention is necessary it will be sought immediately. The DSL will inform the doctor of any suspicions of abuse.
- In other circumstances speak with the parent/ carer and suggest that medical help/ attention be sought for the child. The doctor (or health visitor) will then initiate further action, if necessary.
- If appropriate, the parent/ carer will be encouraged to seek help from the Local Authority.
- Where the parent/ carer is unwilling to seek help, if appropriate, the DSL will offer to go with them. If they still fail to act, the DSL should, in cases of real concern, contact the local Safeguarding Board for advice.

ALLEGATIONS OF SEXUAL ABUSE

In the event of allegations or suspicions of sexual abuse, the DSL will:

- Contact the Police Child Protection Team directly. The DSL will NOT speak to the parent (or anyone else).
- If, for any reason, the DSL is unsure whether to follow the above, then advice from the Local Authority Designated Officer (LADO) will be sought and followed.
- Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the LADO, whose task it is to investigate the matter under Section 47 of the Children Act 1989.
- Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy DSL should not delay referral to the LADO.
- Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy DSL as to the appropriateness of a referral to the LADO, that person retains a responsibility as a member of the public to report serious matters to the LADO, and should do so without hesitation.

- The Governors and Trustees will support the DSL or Deputy DSL in their role and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE

It is not easy to give precise guidance, but the following may help:

General Points:

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things you may say or show:

- "I believe you".
- Show acceptance of what the child says.
- "Thank you for telling me".
- "It's not your fault".
- "I will help you".

Do not say:

- "Why didn't you tell anyone before".
- "I can't believe it".
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- Never make false promises.
- Never make statements such as "I am shocked, don't tell anyone else"

Concluding:

- Again, reassure the child what you are going to do next and that you will let them know what happens (the DSL might have to consider referring to the Children, Schools and Families department or the Police to prevent a child or young person returning home if the school considers them to be seriously at risk of further abuse)
- Contact the person in the school responsible for coordinating child protection concerns or contact the Children, Schools and Families department / Police/ NSPCC.
- Consider your own feelings and seek pastoral support if needed.

WHAT TO DO ONCE A CHILD HAS TALKED TO YOU ABOUT ABUSE

The Procedure:

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). Record dates and times of these events and when you made the record. Keep all hand-written notes, even if subsequently typed. Such records should be kept safely for an indefinite period. Use the form "Responding to abuse – worker's action sheet".
- Report your discussion as soon as possible to the DSL. If the latter is implicated report to the Deputy DSL. If all are implicated, report to the Safeguarding Governor, who should contact the Local Authority Designated Officer (LADO).
- You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.
- Once a child has talked about abuse the DSL should consider whether it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact the LADO and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

WORKING WITH OFFENDERS

The Governors and Trustees in their commitment to the protection of all children will meet with the individual and discuss boundaries that the person will be expected to keep.

Offenders will be expected to sign a contract stipulating boundary and will involve the person's family and partner who will need to be informed.

HELPING VICTIMS OF ABUSE

As a Christian school, we are committed to supporting victims of abuse, and encouraging them in their faith.

The school will ensure the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members should not promise confidentiality to the child and always act in the interests of the child.

ARRANGEMENTS FOR SUPERVISION OF GROUP/ CHILDREN'S ACTIVITIES

Practical Issues:

- A register of children or young people attending the activity should be kept, and a register of helpers.
- A log of each activity, recording any unusual events with each teacher/assistant recording what they witnessed should be kept.

- Incidents such as fights and what action the teacher/assistant took should be recorded in the logbook.
- Accidents and injuries should be recorded in a separate accident book and parents and older children should be asked to sign this.
- No person under 16 years of age should be left in charge of any children of any age. Nor should children or young people attending school be left alone at any time.

Boundaries:

- All staff members should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.
- If you invite a child to your home, ensure this is with the knowledge of the Principal and that a parent is aware.
- Ensure that all transport arrangements have parental approval and are with the knowledge of the leadership.
- Only staff members assigned to a group should be allowed into rooms. Other adults should not have free access. Ensure you note anybody else who is there for a specific reason in the logbook.

OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the school safeguarding procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead, Chair of the Trustees and the Safeguarding Governor who will pass to the Local Authority Designated Officer (LADO) if appropriate. In an emergency, the staff member in charge will contact the police and/or social care.

POLICY ON SUSPICIONS OR ALLEGATIONS OF CHILD ABUSE INVOLVING SCHOOL STAFF

Staff, including volunteers, must be aware that they may be vulnerable to accusations of abuse and must, therefore, be sensitive to a child's reaction to physical contact and react appropriately. During their daily contact with the children, all staff must be aware of the following:

- It is the policy of The Vine Christian School not to kiss the pupils.
- Staff should not touch a child in such a way or on parts of the body that might be considered indecent.
- Staff should avoid restraining children, except under certain circumstances when it is unavoidable.

- Staff should always maintain professional standards of behaviour and appropriate boundaries in relationships between themselves and the pupils, themselves and the parents.
- A member of staff, who feels that they may be at risk of being accused of behaving inappropriately, should request the presence of another member of staff.
- No form of corporal punishment should ever be used, nor its use ever threatened.
- When it is necessary to restrain a child to prevent injury to themselves, others or property, only the minimum force should be used and injury to the child concerned should be avoided. Any arm or hands should never be placed around a child's neck.
- If there is an allegation or suspicion of misconduct about a member of staff, the Head Teacher must be informed immediately. Failure to do so may result in disciplinary action.
- If the allegation or suspicion in any way involves the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor, who should contact the Local Authority Designated Officer (LADO) on 0118 9746141 or email LADO@wokingham.gcsx.gov.uk and give as much information as you can.
- The school is required to inform the Disclosure and Barring Service as soon as investigations are completed, any person, whether employed, contracted, a volunteer, or a student, whose services are no longer used because he or she is considered unsuitable to work with children.
- The address for referrals is DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF - Telephone 03000 200 190. Failure by the school to make such a report could constitute an offence, leading to the school being removed from the DfE's register of Independent Schools (legislation from The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise Agreements cannot apply in this connection.
- The school will also make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence and
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult. (See <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test>).

The Teaching Regulation Agency (TRA) will also be informed if staff are sacked due to safeguarding issues <https://teacherservices.education.gov.uk>

Regard must be given to the section 'Allegations of Abuse Made Against Teachers and Other Staff', in the document "Keeping Children Safe in Education' (2018)', which is on file in the school office. This should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she **may** pose a risk of harm to children."

ALLEGATIONS AGAINST PUPILS

The School's policies on behaviour, bullying, discipline and sanctions should be read in conjunction with this policy and will also apply to this situation. Bullying should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation if it is in the interests of a child who might otherwise be at risk, in the interests of the pupils at large or to allow the investigation to proceed more effectively.

POLICY FOR CHILDREN LOOKED AFTER

The school recognises that children looked after/ children in care are one of the most vulnerable groups of children so need more frequent observational assessment to meet their needs. All staff will be made aware of anyone in the school who is looked after so that the child can be supported adequately.

On admission, it will be established who has parental responsibility so that statutory requirements are met.

The Governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children or previously looked after children safe. Appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

Information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her will be available for all staff involved, including the designated safeguarding lead having details of the child's social worker.

When dealing with looked after children and previously looked after children, the school will work together with all agencies involved and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

The school holds a policy for Children Looked After on file.

CARE LEAVERS

A **care leaver** is defined as a person aged 25 or under, who has been looked after by a local authority for at least 13 weeks since the age of 14; and who was looked after by the local authority at school-leaving age or after that date.

If the need arises, the Designated Safeguarding Lead will liaise as necessary with the local authority Personal Advisor appointed to guide and support the care leaver, regarding any issues of concern affecting the care leaver.

PHYSICAL INTERVENTION POLICY AND USE OF REASONABLE FORCE

The school holds a Physical Intervention Policy, which includes the use of reasonable force.

PHOTOGRAPHY AND IMAGES The following is an example that you could use or change to your own policy

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Only take photos and videos of children to celebrate achievement.
- Use only the child's first name with an image.
- Ensure that children are appropriately dressed.
- Encourage children to tell us if they are worried about any photographs that are taken of them.

The school will issue a statement that where parents are taking photographs of children related to school events these are to be for personal use only (these are not to be shared on social media for example).

EXTERNAL VISITORS/CONTRIBUTORS/SPEAKERS

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

The school has a separate policy for visiting speakers

AGENCY STAFF

The school will check that any agency staff member attending the school is the same person that the agency has provided the vetting checks for.

SAFER RECRUITMENT

The school will follow the procedures as laid out in the school's 'Appointment of Staff and safer recruitment policy'.

SAFETY MATTERS

An annual safety review will be held to consider all aspects of safety for children and young people. The school's arrangements to fulfil other safeguarding and welfare responsibilities are as follows:

- Ensure high standards of provision and care for children and learners.
- Actively promote equality and diversity.
- Tackle bullying and discrimination immediately.
- Actively promote British values.
- Prevent radicalisation and extremism.
- Ensure that all persons know how to complain and understand the process for doing so.
- Ensure that children and learners are protected and feel safe.
- Challenge any discriminatory behaviour and give help and support to children about how to treat others with respect.
- Consistently promote positive behaviour.
- Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns and know that these adults will listen to them and take their concerns seriously.
- Ensure that written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records will be shared appropriately and, where necessary, with consent.
- Make clear risk assessments.
- Oversee the safe use of technology by ensuring that our policies and procedures are adhered to.
- Use an Acceptable Use Agreement.
- Carefully select and vet staff and volunteers working with children and learners according to statutory requirements.
- Check all staff using Enhanced DBS checks.
- Ensure that all staff have regular Child Protection and Safeguarding Training.
- Ensure that the Designated Safeguarding Leads undertake training at two-yearly intervals, and in addition receive an update at least yearly.
- Ensure that the Deputy DSL is trained to the same standards as the DSL.
- Ensure training allows the DSL to “recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online”.
- Ensure that the Designated Safeguarding Lead and Deputy DSL have job descriptions, where their roles are explicit, with clear cover arrangements. DSLs will be drawn from the senior leadership team and will be the persons carrying out the day-to-day work of safeguarding and child protection. Their responsibilities will not be delegated to others. See Appendix 1.
- Keep the Single Central Record up to date.
- Regularly review safeguarding policies and procedures to keep all children and learners safe.
- Ensure the school holds more than one emergency contact number for each pupil.

ROLE AND RESPONSIBILITIES OF THE SCHOOL DESIGNATED SAFEGUARDING LEAD

The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student. The DSL and Deputy DSL are most likely to have a complete safeguarding

picture and will be the most appropriate individuals to advise on any safeguarding concerns.

The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Management Team with the required status and authority to carry out the requirements of the role. Their appointment will be decided by the Trustees and Governors.

Depending on the size and requirements of the school a Deputy Designated Safeguarding Lead should be available. The Deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a student's needs.

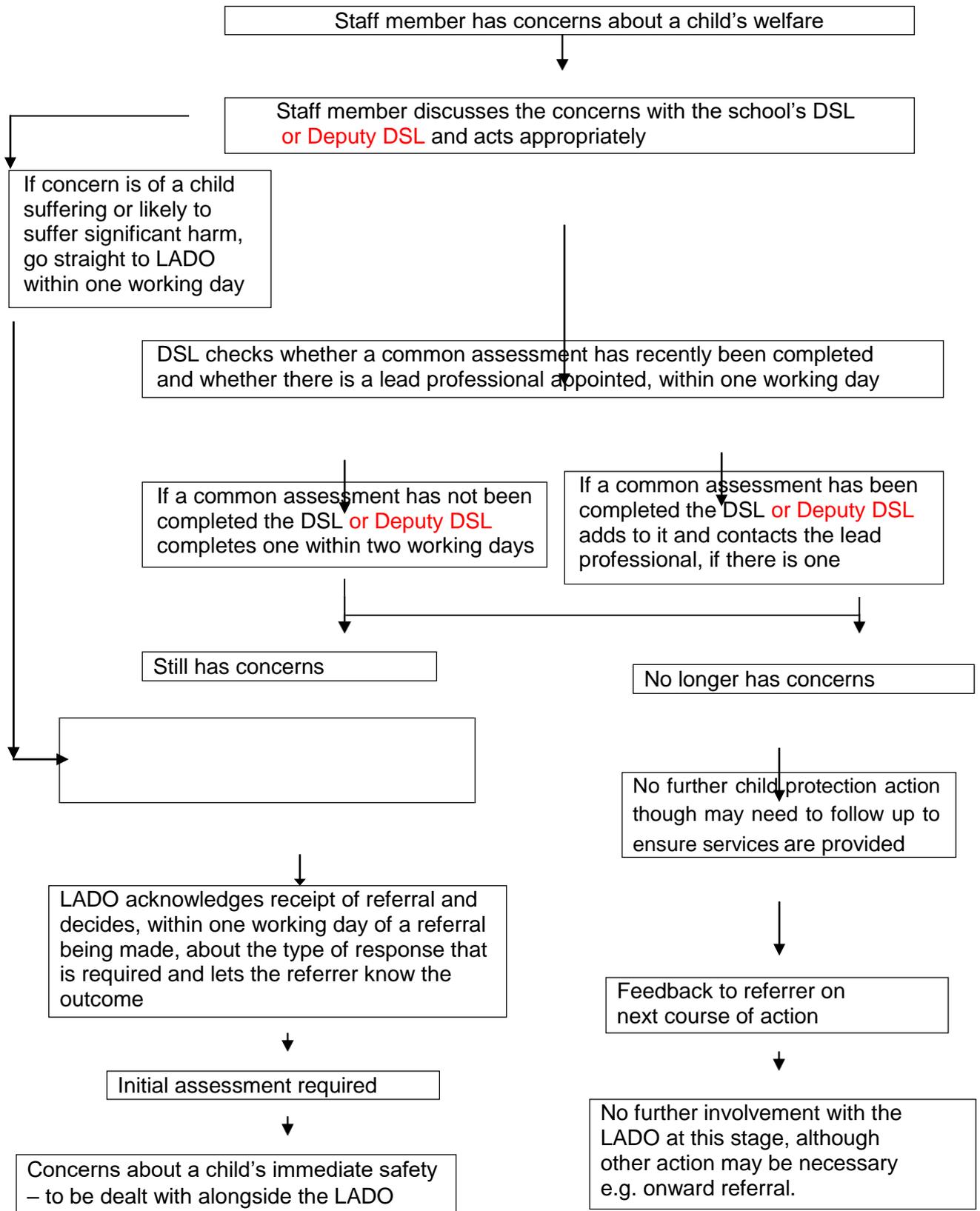
The DSL and Deputy DSL are required to undertake child protection training every two years and should supplement this training by attending workshops where available, at least annually. This training should also help the DSL and Deputy DSL recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Requirements:

- To have the skills and ability to identify signs of abuse.
- To know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Ensure that all staff have access to and understand the school Safeguarding and Child Protection Policy and Procedures.
- To be able to provide basic awareness/child protection training as part of the induction for all new staff in the school and be part of any other relevant training. Be responsible with the Safeguarding Governor for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Safeguarding and Child Protection Policy is available for any parents who request to see it.
- Ensure that the Safeguarding Governor and Chair of Governors/Trustees are updated on a regular basis about all issues and child protection investigations.
- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and monitor any causes of concern relating to students which are raised in school

REFERRAL FLOWCHART

Please check your own Safeguarding Board for local advice and change if necessary



Policy Adopted by Governors on: 25 November 2018
 Policy Due for Review: September 2019

HELP AND SUPPORT

Our organisation has a legal obligation to protect sensitive information under the Data Protection Act 2018. For more information visit the website of the Information Commissioner's Office <https://ico.org.uk/>

Advice on e-Safety* - <http://www.thegrid.org.uk/eservices/safety/index.shtml>

Further guidance* - <http://www.thegrid.org.uk/info/dataprotection/index.shtml#securedata>

Safeguarding Children online – free expert advice: <http://www.getsafeonline.org>

Review Online (E-Safety) policy and practice at <https://360safe.org.uk/>

Cloud (Educational Apps) Software Services and the Data Protection Act – Departmental advice for local authorities, school leaders, school staff and governing bodies, October 2015 – this is an advice and information document issued by the Department for Education. The advice is non-statutory, and has been produced to help recipients understand some of the key principles and their obligations and duties in relation to the Data Protection Act 2018 (the DPA), particularly when considering moving some or all their software services to internet-based “cloud” service provision

<https://www.gov.uk/government/publications/cloud-software-services-and-the-data-protection-act>

Resources to support schools with online safety:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Guidance from the PSHE Association
- Be Internet Legends by Parent Zone and Google

Numerous organisations are listed on page 94 of KCSIE 2018, that can provide support concerning online safety

For additional help, email school.ictsupport@education.gsi.gov.uk

CURRENT LEGISLATION

ACTS RELATING TO MONITORING OF STAFF EMAIL

Data Protection Act 2018

The Act requires anyone who handles personal information to comply with important data protection principles when treating personal data relating to any living individual. The Act grants individual's rights of access to their personal data, compensation and prevention of processing. The **Data Protection Act 2018** implements the European Union's General Data Protection Regulation (GDPR) in national law,

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000

<http://www.hmso.gov.uk/si/si2000/20002699.htm>

Regulation of Investigatory Powers Act 2000

Regulating the interception of communications and making it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998. The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored. Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

<https://www.legislation.gov.uk/ukpga/2000/23>

Human Rights Act 1998

<https://www.legislation.gov.uk/ukpga/1998/42>

OTHER ACTS RELATING TO ESAFETY

Racial and Religious Hatred Act 2006

It is a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

<http://www.legislation.gov.uk/ukpga/2006/1>

Sexual Offences Act 2003

The new grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is

illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual

activity with any person under 18, with whom they are in a position of trust. Schools should already have a copy of Working Together to Safeguard Children, 2018 document as part of their child protection packs.

<https://www.legislation.gov.uk/ukpga/2003/42>

Communications Act 2003 (section 127)

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

<http://www.legislation.gov.uk/ukpga/2003/21/section/127>

The Computer Misuse Act 1990 (sections 1 – 3)

- Regardless of an individual's motivation, the Act makes it a criminal offence to gain:
- access to computer files or software without permission (for example using another person's password to access files)
- unauthorised access, as above, in order to commit a further criminal act (such as fraud)
- impair the operation of a computer or program

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

<https://www.legislation.gov.uk/ukpga/1990/18>

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message (e-mail) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

<https://www.legislation.gov.uk/ukpga/1988/27>

Copyright, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using work without permission. Works such as text, music, sound, film and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during employment it belongs to the employer. Copyright infringement is to copy all or a substantial part of anyone's work without obtaining their author's permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence

before you copy or use someone else's material. It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

<https://www.legislation.gov.uk/ukpga/1988/48>

Public Order Act 1986 (sections 17 – 29)

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence.

<https://www.legislation.gov.uk/ukpga/1986/64>

Protection of Children Act 1978 (Section 1)

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison.

<https://www.legislation.gov.uk/ukpga/1978/37>

Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

<https://www.legislation.gov.uk/ukpga/Eliz2/7-8/66> and
<http://www.legislation.gov.uk/ukpga/1964/74>

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.

A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

<https://www.legislation.gov.uk/ukpga/1997/40>

ACTS RELATING TO THE PROTECTION OF PERSONAL DATA

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Freedom of Information Act 2000

<https://www.legislation.gov.uk/ukpga/2000/36>

<https://ico.org.uk/for-organisations/guide-to-freedom-of-information/>

COUNTER-TERRORISM AND SECURITY ACT 2015 (PREVENT), ANTI-RADICALISATION & COUNTER-EXTREMISM GUIDANCE

<https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services>

The school holds the document 'The Prevent duty Departmental Advice for Schools and Childcare Providers, June 2015' on file.