

# Safeguarding and Child Protection protocol

Ramsey Grammar School



**Approved by:** SLT and Governors  
(awaiting approval)

**Last reviewed on:** December 2022

**Reviewed by:** Sarah Findlater

## Contents

Important contacts .....	1
1. Aims .....	2
2. Legislation and statutory guidance .....	2
3. Definitions .....	3
4. Equality statement .....	3
5. Roles and responsibilities .....	3
6. Confidentiality .....	5
7. Recognising abuse and taking action .....	5
8. Notifying parents .....	10
9. Pupils with special educational needs and disabilities .....	10
10. Pupils with a social worker.....	10
11. Children Looked-After and previously looked-after children.....	10
12. Mobile phones and cameras.....	11
13. Complaints and concerns about school safeguarding policies.....	11
14. Record-keeping.....	11
15. Training .....	12
16. Monitoring arrangements.....	12
17. Links with other policies .....	12
Appendix 1: Types of abuse .....	13
Appendix 2: Allegations of abuse made against staff .....	14
Appendix 3: Specific safeguarding issues .....	15

---

# 1. Aims

The school aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote students' welfare
- › All staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly training in recognising and reporting safeguarding issues

# 2. Legislation and statutory guidance

This policy is based on the following guidance from the Department of Education, Sport and Culture (DESC) and Isle of Man legislation:

- DESC's statutory guidance and Service Delivery Plan Suspension of pupils: policies and procedures
- Isle of Man Safeguarding Together - <https://www.gov.im/media/1364680/iom-safeguarding-together.pdf>
- Education Act 2001
- The Education Miscellaneous Provision Act 2009
- Students and Young Persons Act 2001 – Safeguard and promote the safety of students Safeguarding act 2018
- Data Protection Act 2018
- Rehabilitation of Offenders Act 2001 – Safer Recruitment
- Prohibition of Female Genital Mutilation Act 2010 s.4 and [guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Caldicott Principles

The following Safeguarding Partners are identified in the Safeguarding Together guidance (and defined in the Safeguarding Act 2018). They will make arrangements to work together to safeguard and promote the welfare of local students, including identifying and responding to their needs:

- The Chief Executive Officer of the Department of Education Sport and Culture The Chief Executive Officer of Health and Social Care
- The Chief Executive Officer for Home Affairs the Director of Public Health
- The Chief Constable of the Isle of Man Police Constabulary
- Between 3 – 5 other independent members of the board

### 3. Definitions

**Safeguarding and promoting the welfare of students** means:

- › Protecting students from maltreatment
- › Preventing impairment of students' mental and physical health or development
- › Ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- › Taking action to enable all students to have the best outcomes

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

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

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

**Sexting** (also known as youth produced sexual imagery) is where students share nude or semi-nude images, videos or live streams.

**Students** includes everyone under the age of 18.

### 4. Equality statement

We recognise the value of committing to anti-discriminatory practices by giving equal priority to keeping students safe and free from any form of abuse or harm regardless of their age, disability, gender, reassignment, race, religion/belief, sex or sexual orientation and mental health issues. We acknowledge the additional barriers and increased risks students from these groups can encounter and will engage with other appropriate support services to ensure we maintain the highest level of safeguarding practices.

Please refer to the DESC Equality and Diversity policy for further information.

We give special consideration to students who:

- Have special educational needs (SEND) or disabilities or are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage
- Are at risk due to either their own or a family member's mental health needs are looked after or previously looked after

### 5. Roles and responsibilities

Safeguarding and student protection is **everyone's responsibility**. This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors and volunteers working in or on behalf of the school. All references in this document to 'staff' or 'members of staff' or 'adult' should be interpreted as relating to all those specified above.

'Staff' also includes those individuals who educate students off-site and when individuals undertake an educational visit with students, unless otherwise stated.

## 5.1 All staff

- We recognise that safeguarding students in this school is the responsibility of everyone, including volunteers, and the Governing Body. Therefore, all staff will read and understand the Department for Education's statutory safeguarding guidance chapter 1 - 3 <https://www.gov.im/media/1364680/iom-safeguarding-together.pdf> and review this guidance at least annually.

All staff will be aware of:

- Our systems, which support safeguarding, including this Safeguarding and Student Protection policy, the Teacher Standards, the role and identity of the Designated Safeguarding Lead (DSL) and Deputy DSL, the Behaviour policy, and the safeguarding response to students who go missing from education.
- The Early Help and Support (EHAS) process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to the Students and Families Team for statutory assessments that may follow a referral
- What to do if they identify a safeguarding issue, or a student tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality, while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as student sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime and FGM.

## 5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team – this information can be found on the website. The DSL takes lead responsibility for student protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputy DSL's will act as cover. If the DSL and deputies are not available, a member of the senior leadership team will cover. These names people can be found on our website.

Staff with designated responsibility for student protection will receive appropriate training to the minimum standard set out by the DESC.

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to student safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have student protection concerns to discuss.

All members of staff (including volunteers) must be made aware of who the DSL is and their role.

Please refer to Appendix 2 for a detailed description of the Role and responsibilities of the DSL.

The all DSLs and DDSLs will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for student protection concerns as appropriate.

## 5.3 The Governing Body

The governing board will approve this policy at each review, ensure it complies with the law and hold the Head Teacher to account for its implementation.

## 5.4 The Headteacher

The Headteacher is ultimately responsible for the implementation of this policy including;

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction
- Pointing parents to policies on the website, especially this one, when their students join the school
- Ensuring that the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and student protection training and update this regularly in line with DESC guidelines
- Referring any allegation of abuse made against another member of staff or volunteer to the DESC

## 6. Confidentiality

The school, and all members of staff here, will ensure that all data about students is handled in accordance with the requirements of the Isle of Man Data Protection law and guidance. Any member of staff who has access to sensitive information about a student or the student's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a student may be suffering harm, or be at risk of harm, it is their duty to forward this information without delay to the DSL.

Please refer to the DESC Data protection and Information Sharing policy for further information. Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety, of students. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping students safe. Please note that if anyone is in doubt about sharing information, they should speak to the DSL or Deputy Head Teacher.

## 7. Recognising abuse and taking action

Please refer to Appendix 3 for specific safeguarding issues

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a student/young person is at risk of or is suffering significant harm. Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Logging Concern documentation.

A Logging Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a student. All causes for concern must be recorded on the Logging Concern record and must be passed to the Designated Safeguarding Lead immediately.

The Designated Safeguarding Lead will decide on the appropriate actions, and record on the form. This will usually involve communication with the student's family. The Designated Safeguarding Lead will consider if the issue needs to be passed to another agency.

A Student Protection file may also be raised in line with the direction issued by the DESC. All discussions, telephone calls and meetings in relation to the student/young person must be recorded.

### 7.1 If a student is suffering or likely to suffer harm, or in immediate danger

Inform the DSL as soon as possible

The DSL will make a referral to the initial response team with students and family services and/or the police immediately if they believe a student is suffering or likely to suffer from harm, or in immediate danger.

## **7.2 If a student makes a disclosure to you**

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the student they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the student's own words. Stick to the facts, and do not put your own judgement on it
- Complete a Logging Concern form and pass to the DSL as soon as possible

## **7.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

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

Possible indicators that a student has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

Any teacher who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the DSL, personally. Staff should not examine students. Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out or discovers that a student age 18 or over appears to have been a victim of FGM must speak to the DSL.

Please follow the Isle of Man FGM procedure in the following link:

[http://www.isleofmanscb.im/files/fgm\\_pathway.pdf](http://www.isleofmanscb.im/files/fgm_pathway.pdf)

## **7.4 If you have concerns about a student (as opposed to believing a student is suffering or likely to suffer from harm, or is in immediate danger)**

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the deputy DSL or the appropriate key stage leader

### **Early Help and Support**

If early help is appropriate, the DSL will usually lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some situations, acting as the lead practitioner. In most cases, the lead practitioner will be a member of the pastoral support team and or Head/Assistant Head of year.

The DSL will keep the case under constant review and the school will consider a referral to children and families services. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to children and families services or the police, the DSL will make the referral or support you to do so.

The Children's and families services will decide what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with children's and families services if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## **7.5 If you have concerns about extremism**

If a student is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree on a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership group and/or seek advice from the DESC.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. In an emergency, call 999 if you:

- › Think someone is in immediate danger

## **7.6 If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioral signs that suggest a student may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a student that is also a safeguarding concern, take immediate action by completing a Logging Concern form.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the Director of Pastoral Care (DPC) to agree on a course of action.

## **7.7 Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Head Teacher. If the concerns/allegations are about the headteacher, speak to the DESC.

## **7.8 Allegations of abuse made against other pupils**

We recognise that students are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

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

**If a pupil makes an allegation of abuse against another pupil:**

- › You must record the allegation and tell the DSL, but do not investigate it

- › The DSL will contact the Children’s and Families Services and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › The DSL will put a risk assessment and support plan into place for all students involved (including the victim(s), the student(s) against whom the allegation has been made and any others affected with a named person they can talk to if needed)
- › The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

**We will minimise the risk of peer-on-peer abuse by:**

- › Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- › Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- › Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- › Ensuring pupils know they can talk to staff confidentially by raising awareness through the pastoral team
- › Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy

## **7.9 Sexting**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth-produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

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

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

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to pupil(s)
- › If a referral needs to be made to the police and/or children’s and families services
- › If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › What further information is required to decide on the best response
- › Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- › Whether immediate action should be taken to delete or remove images or videos from devices or online services
- › Any relevant facts about the students involved which would influence risk assessment
- › If there is a need to contact another school, UCM, setting or individual
- › Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

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

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

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

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

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

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

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

#### **Informing parents**

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

#### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through DSL/Deputy DSL/DPC

#### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded according to the DESC record keeping policy.

#### **Curriculum coverage**

Students are taught about the issues surrounding sexting as part of our pastoral, PGE and ICT programmes. Teaching covers the following in relation to sexting:

- › What it is
- › How it is most likely to be encountered
- › The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- › Issues of legality
- › The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- › Specific requests or pressure to provide (or forward) such images

- › The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **8. Notifying parents**

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

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the student, we will discuss this with the DESC and/or children's and families services before doing so.

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

## **9. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for pupils with SEN and disabilities through SS&S provision and advice.

## **10. Pupils with a social worker**

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

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

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

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

## **11. Children Looked-After and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep children looked after and previously looked-after children safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL has details of children's social workers

We have designated teachers, who are responsible for promoting the educational achievement of children looked-after and previously looked-after children.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teachers will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual DESC to promote the educational achievement of children looked after and previously looked after children

## **12. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags, pockets or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

## **13. Complaints and concerns about school safeguarding policies**

### **13.1 Complaints against staff**

Complaints against staff will be handled by the Headteacher in accordance with guidance issued by the DESC. If the complaint is about the Headteacher, this will be addressed by the DESC.

### **13.2 Other complaints**

Other complaints will be received in writing via [RGSEnquiries@sch.im](mailto:RGSEnquiries@sch.im) and dealt with as appropriate in accordance to guidance issued by the DESC.

### **13.3 Whistle-blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult, it is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong, but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continues to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted.

## **14. Record-keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or Social Services are involved, the DSL will speak to the DSL of the receiving school and

provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## **15. Training**

### **15.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated by the DESC at least every 3 years.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, staff bulletins and staff meetings) as required, but at least annually.

### **15.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, Safeguarding in Education meetings, or taking time to read and digest safeguarding developments).

### **15.3 Governors**

All governors are offered training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

### **15.4 Recruitment – interview panels**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. Interview panels will include a question on safeguarding which will also be referenced in application packs and job descriptions.

### **15.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have the opportunity for support, coaching and training to promote the interests of children and allow for confidential discussions of sensitive issues.

## **16. Monitoring arrangements**

This policy will be reviewed annually. At every review, it will be approved by the Head Teacher and full Governing Body.

All adults in school will have access to the Safeguarding and Child Protection Policy and executive summary and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated annually in light of any specific incidents or changes to local/national guidance.

## **17. Links with other policies**

This policy should be read in conjunction with other relevant school and DESC policies.

## Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

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

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

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

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

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

Once a student 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 student from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

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

## **Appendix 2: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a student, or may have harmed a student, or
- Possibly committed a criminal offence against or related to a student, or
- Behaved towards a student or students in a way that indicates he or she may pose a risk of harm to students, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with students

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective student protection while also supporting the individual who is the subject of the allegation.

We will follow the DESC procedures for dealing with allegations and ensure that they are applied with common sense and judgement.

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## **Appendix 3: specific safeguarding issues**

### **Students missing from education**

A student going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a student may become missing from education, but some students are particularly at risk. These include students who:

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

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

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

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

### **Student criminal exploitation**

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

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

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

Indicators of CCE can include a student:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

## **Student sexual exploitation**

Student sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

The victim can be exploited even when the activity appears to be consensual. Students or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a student:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to children and families and the police, if appropriate.

## **Domestic abuse**

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

Older students may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on students.

If police are called to an incident of domestic abuse and any students in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the student or students arrive at school the following day. This is the procedure is known as Operation Encompass

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

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a student has been harmed or is at risk of harm, the DSL will also make a referral to children and families.

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

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

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

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

### **FGM**

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

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

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

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

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other students about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (student health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

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

The DSL will:

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

### **Preventing radicalisation**

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **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 of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent students from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify students at risk.

We will assess the risk of students in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Students who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

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

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

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

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

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

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

### **Missing pupils**

Our procedures are designed to ensure that a missing student is found and returned to effective supervision as soon as possible. If a student goes missing, we will inform the parents/carers and for continued concerns, the police.

