



Churchmead School

Life in all its fullness

JOHN 10:10

CHILD PROTECTION and SAFEGUARDING POLICY

Headteacher

Mr C Tomes BA (Hons), MA

Updated: August 2023

Next Update: August 2024

If you are worried about a child, go to Section 15, page 61.

Contents

1.	Introduction and purpose of the policy	p3
2.	Equality Statement	p5
3.	Key personnel	p5
4,	Roles and responsibilities	p6
5,	Keep a safe school and safe staff	p11
6,	Training	p15
7,	Teaching and Learning	p15
8,	Child protection overview	p16
	<i>Definitions of Abuse</i>	
	<i>Indicators of Abuse</i>	
	<i>Impact of Abuse</i>	
	<i>Taking Action</i>	
	<i>Mental Health</i>	
	<i>Domestic Violence</i>	
	<i>Homelessness</i>	
	<i>Children with family members in prison</i>	
	<i>Children missing education</i>	
	<i>Children who run away or go missing from home or care</i>	
	<i>Child sexual exploitation (CSE)</i>	
	<i>Child criminal exploitation (CCE)</i>	
	<i>County lines</i>	
	<i>Serious youth violence</i>	
	<i>School related weapons incidents</i>	
	<i>Cybercrime</i>	
	<i>So-called 'honour based' abuse</i>	
	<i>Female genital mutilation (FGM) and Forced marriage</i>	
	<i>Child Trafficking and modern slavery</i>	
	<i>Private fostering</i>	
	<i>Radicalisation and extremism</i>	
	<i>Suicide and self-harm</i>	
	<i>Fabrication or induced illnesses</i>	
9,	Child on Child Abuse	p38
	<i>Bullying</i>	
	<i>Sexual violence, Sexual Harassment and Harmful sexual behaviours (HSB)</i>	
	<i>Up skirting</i>	
	<i>Sharing nudes and semi-nudes</i>	
	<i>Online Safety</i>	
	<i>Dealing with a concern in relation to Child on Child Abuse</i>	
10,	Children who maybe more vulnerable	p56
11,	Children who have a social worker	p58
12,	Children who are looked after or previously looked after	p58
13,	Contextual Safeguarding	p59
14,	Early Help working with other agencies	p60
15,	Concerns about a child- What to do	p61
16,	Dealing with disclosures	p62

17,	Informing parents	p68
18,	Making a referral to the Single Point of Access (SPA)	p68
19,	Support for staff	p68
20,	Confidentiality and Record Keeping	p69
21,	Complaints and allegations about staff	P70
22,	Whistleblowing	p72
23,	Physical intervention	p73
Appendix 1- Safeguarding referral form and CPOMS		p75
Appendix 2- Raising a Safeguarding concern flow chart		p76
Appendix 3- Linked policies		p77
Appendix 4- Terminology		p81
Appendix 5- The Seven Rs		p82

1. Introduction and purpose of the policy

Introduction

We at Churchmead School are committed to ensuring that all our pupils are cared for, safe, and protected. This policy sets out how the governing board of Churchmead School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

The following policy has been developed in accordance with the principles established by the Children Act 1989 and in line with the following statutory framework, key statutory and non-statutory guidance's:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping Children Safe in Education 2023](#)
- [Working Together to Safeguard Children 2018](#)
- [Inspecting Safeguarding in Early Years, Education and Skills](#)
- [Teachers' Standards](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Equality Act 2010: advice for schools](#)
- [Information Sharing](#)

- [Schools COVID-19 operational guidance](#)
- [Statutory framework for the early years foundation stage 2021](#)

At Churchmead School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. We recognise that all staff have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children including:

- Parents and other members of the public
- Visitors
- Work experience personnel
- Cleaners
- Catering personnel

All staff have been provided access to Keeping Children Safe in Education (2023); Churchmead School's Code of Conduct and this policy: Child Protection & Safeguarding Policy.

Purpose of the policy

Churchmead School fully recognises its statutory responsibilities for safeguarding / child protection.

Our policy applies to staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring we maintain our Christian vision of Courage, Compassion and commitment in all our contact with others ensuring our Christian ethos is what makes us an example to others.
- This policy relates to all associated policies which promote children's safety and welfare, Inc. Behaviour Policy, Code of Conduct, Health & Safety Policy, Whistleblowing Policy, Online Safety Policy, SEND Policy.

2. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEND) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after children or previously looked after children
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be elective home educated

3. Key personnel

Designated Safeguarding Lead (DSL) & Children looked After Lead	Miss Rachel Jenkins Assistant Headteacher rjenkins@churchmead.org
Deputy Safeguarding Lead (DDSL)	Mr Chris Tomes Headteacher office@churchmead.org
Safeguarding Officer	Mrs Rita Matharoo Safeguarding Officer rmatharoo@churchmead.org
Headteacher's PA	Mrs Louise Knight lknight@churchmead.org
Chair of Governors	Mrs Dianne Cranmer Gov_dcranmer@churchmead.org

Designated Governor for Safeguarding/ Child Protection	Mrs Margaret Lenton Mlenton@churchmead.org
SEND	Miss Nicola Reidy Deputy Headteacher / Deputy SENDCo nreidy@churchmead.org Miss April Loach SENDCo aloach@churchmead.org
School Health and Safety Officer	Mrs Heidi David Business Manager hdavid@churchmead.org

4, Roles and responsibilities

The Governing Board

Safeguarding is a standing item on the agenda for every meeting of the full board.

The Governing Board understands and fulfils its responsibilities, namely to ensure that:

- they liaise with the headteacher and/or designated teachers over safeguarding matters. This is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children
- there is a Safeguarding and Child Protection policy that reflects the whole school approach to peer-on-peer abuse
- there is a Staff Behaviour policy/Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Staff Behaviour Policy (Code of Conduct), are consistent with RBWM Multi Agency Safeguarding Board and statutory requirements. They are reviewed when needed and annually as a minimum. The Safeguarding and Child Protection policy is publicly available on the school website
- all staff, including temporary staff and volunteers sign to say they have read, understood and agree to work within Churchmead Schools Safeguarding and Child Protection policy and Staff Behaviour policy (Code of Conduct)
- all staff sign to say they have read and understood Keeping Children Safe in Education (2023) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance

- all Governors/Trustees sign to say they have read and understood Keeping Children Safe in Education (2023) and the Safeguarding and Child Protection Policy
- Churchmead school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years.
- Churchmead School has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- the Governing Board has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the headteacher
- an annual audit of name of school's safeguarding policies, procedures and practices is undertaken with the headteacher and designated safeguarding lead (DSL) and that this is reported to the Board and submitted to RBWM Multi Agency Safeguarding Board.
- Churchmead School is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements
- there are clear lines of accountability for safeguarding within the school's leadership
- a member of the senior leadership team has been appointed as the designated safeguarding lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSLs and their deputy(ies) undertake multi-agency (Level 3) safeguarding training which is updated every two years
- there is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- all members of the Governing Board receive safeguarding training. The safeguarding Governor attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements
- at least one member of the Governing Board has completed safer recruitment training to be repeated every five years
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationships education or relationships and sex education (RSE)
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and

neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future

- appropriate online filtering and monitoring systems are in place - staff have 'an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Churchmead Schools approach to online safety, including appropriate filtering and monitoring on school devices and school networks and which include awareness of the ease of access to mobile phone networks.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

- We will
 - identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet their safeguarding needs.
 - Further, governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools in meeting this standard.
 - There are also links to the additional guidance on filtering and monitoring from the UK Safer Internet Centre and their related toolkit.

- enhanced Disclosure and Barring Service (DBS) checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all governors

The headteacher

The headteacher will ensure that:

- the safeguarding and child protection policy and related policies and procedures are implemented and followed by all staff
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) to carry out their roles effectively
- systems are in place for children to express their views and give feedback, which operate with the best interests of the child at heart
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing/managing allegations against staff procedures

- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online. The PSHE curriculum is reviewed regularly to ensure that it remains relevant and current
- behaviour expectations around the whole school site will be consistent with the safeguarding and relationship lessons taught in the classroom
- they liaise with the local authority designated officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer

The designated safeguarding lead (DSL)

- holds lead responsibility for safeguarding and child protection in Churchmead School. This responsibility will not be delegated
- acts as a source of support and expertise for the whole school community in regards to our safeguarding duties
- encourages a culture of listening to children and taking account of their wishes and feelings
- undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually
- undertakes Prevent awareness training
- will refer a child if there are concerns about possible abuse to AfC's Single Point of Access (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral
- will ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file
- will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file
- will ensure that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded
- will liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children
- has a working knowledge of RBWM Multi Agency Safeguarding Board and AfC procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to

assessments and provide a report, where required, which has been shared with the parents and child (depending on age and understanding)

- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation
- will ensure that all staff sign to say they have read, understood and agree to work within name of school's safeguarding and child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2021 Part 1 and Annex A and ensure that the policies are used appropriately
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences
- will undertake, with the headteacher and Governing Board, an annual audit of Churchmead School's policies, procedures and practices and ensure that this is submitted to RBWM Multi Agency Safeguarding Board
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation
- will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff
- will ensure that the name of the designated safeguarding lead and deputies are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- will ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns
- will ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2023

A deputy designated safeguarding lead(s)

- is trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All school staff and volunteers

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection policy and Staff Behaviour policy (Code of Conduct)
- consider at all times what is in the best interests of the child
- know how to respond to a pupil who discloses abuse
- will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority
- will provide a safe environment in which children can learn.

5, Keep a safe school and safe staff

Churchmead School will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to Churchmead School's code of conduct
- as a result of learning from a local Serious Case Review, there will be no alcohol for any events on site involving staff, pupils, parents or Governors
- as a result of learning from a local Serious Case Review, there will be no use of alcohol by staff or pupils on school trips or at residential units
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- adequate risk assessments are in place including for off-site activities, after school clubs and residential trips
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2023, RBWM Multi Agency Safeguarding Board LADO and HR policy, procedures and guidance

- staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- all staff receive information about Churchmead School’s safeguarding arrangements, safeguarding statement, Staff Behaviour Policy (Code of Conduct), Safeguarding and Child Protection policy, the role and names of the DSL and their deputy(ies), and Keeping Children Safe in Education part 1 and Annex A on induction, as well as other relevant procedures such as health and safety and online safety
- all staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and reference to it in our school’s handbook
- Churchmead School provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, such as school attendance at the Early Help Resilience Network meetings
- community users organising activities for children are aware of Churchmead School’s safeguarding and child protection policy, guidelines and procedures
- the names of the DSL and deputy(ies) are clearly advertised in the school with a statement explaining the Churchmead School’s role in referring and monitoring cases of suspected abuse
- all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2023 and will sign to say they have read and understood it. The DSL and the Governing Board are required to read the whole document.

Recruitment of Staff

- The Headteacher and Assistant Head/ DSL Lead/Head of Year have trained in Level 3 Safeguarding Children. The Headteacher and the Head’s PA have all undergone the

NCSL/RBWM Safer Recruitment training. The Governor responsible for Child Protection/Safeguarding has also undertaken appropriate Safeguarding training.

- One of the above must always be involved in the interview process to advise and support other members of the interview/selection panel.
- All staff, including governors receive safeguarding training every year.

Procedures - including application & interview process

1	The school makes it clear in its advertising and in its rigorous questioning that safeguarding and the safety of students is a priority.
2	All staff employed by the school have to undergo a DBS check before being employed and working with students, including contractors
3	All Governors have to undergo a DBS check.
4	All Volunteers have to undergo a DBS check before working with or accompanying students
5	All agency/supply staff are required to have a DBS check before working with students.
6	All agency/supply staff and staff from external agencies are given a copy of the Safeguarding Flow Chart and schools safeguard information leaflet.
7	DBS information is collated by the Headteacher’s PA, and securely stored along with the single central record of staff’s safeguarding checks. DBS can be requested with existing staff.
8	Applications via CV are not accepted on their own, to ensure consistency and careful checking of employment history. Application forms have to be completed.
9	References are also taken up before appointments are confirmed which include photographic ID and proof of address in line with safer recruitment guidance.
10	As encouraged by KCSiE 2023, we will consider an outline search as part of due diligence checks on shortlisted candidates , this will not be carried out prior too shortlisting for risk of discrimination.

Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.

- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
- When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. We follow the statutory guidance for alternative provision.
- Where a parent/carer has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent/carer, EHE Coordinator and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker.
- Where our pupils stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate.

Media recordings, audio, image and video (including digital files)

The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils, we will:

- seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure that pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- ensure that pupils do not take photographs or video images of other students without their express permission and the permission of a member of staff
- ensure that parents do not take any images of other pupils during school events

Staff are permitted to make media recordings to support educational aims but must follow our policies in respect of sharing, distribution and publication. Media images must be taken, edited, stored or archived on to school systems using school equipment.

6, Training

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff also receive regular and annual online safety training.

The nominated safeguarding Governor(s) undergo(es) safeguarding training prior to or as soon as appointment to the role and at regular intervals thereafter.

The DSL attends the multi-agency Local safeguarding partnership training within 12 weeks of taking up their responsibilities.

Churchmead School ensures that its DSL attends the Designated Safeguarding Lead training and conferences/Networks to keep abreast of child protection learning and developments, at least biannually.

We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our Safeguarding and Child Protection policy and procedure, and have received appropriate safeguarding training.

7, Teaching and Learning

At Churchmead School, our intent is to support, educate and guide our young people to become the best they can be. This is within themselves and for their life beyond education. It is our responsibility within our Personal Development Curriculum to ensure our students become well-rounded members of our modern society, with a positive understanding of mental health and wellbeing and the resilience to overcome challenges that they may face within the modern world.

Our Personal development subjects cover:

- Religious Education
- Social, Moral, Spiritual and Cultural Education (SMSC)
- Relationship and Sex Education (RSE)
- Personal, Social and Health and Economic Education (PSHE)

- Citizenship Education
- Careers
- Mental Health and Wellbeing- Body image.
- Higher education information
- Our Fundamental British Value (FBV)
- Online Safety
- Personal Finance and Money
- Extra-Curricular Activities and Enrichment

Within our PSHE, SMSC and RSE program, students are taught within lessons, workshops, assemblies, tutor times and by external agencies delivering workshops.

Areas covered may include:

- consent
- personal safety
- stranger danger
- road safety
- fire safety
- online safety
- sharing of nude and semi-nude images
- bullying (including online bullying)
- positive relationships
- Child Sexual Exploitation
- Child Criminal Exploitation
- so-called 'honour based' abuse
- FGM
- radicalisation and extremism
- self-esteem
- drugs and alcohol
- knife crime

8, Child protection overview

Definitions of Abuse

Abuse and neglect are forms 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 a stranger, for example, via the internet. They may be abused by an adult or adults or another child or children.

The four definitions of abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (September 2016)'.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment, homelessness)
- protect a child from physical and emotional harm or danger, including domestic abuse
- 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.

Extra-Familial Harms:

Extra-familial harms (abuse or exploitation in situations outside their families) take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. These types of harms and abuse can overlap with one another.

Indicators of Abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits/be hungry/take food from others
- have difficulty in making or sustaining friendships
- appear fearful/anxious
- be reckless with regard to their own or others' safety
- self-harm
- low self-esteem
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority

- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of Abuse

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more Adverse Childhood Experiences (ACEs) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.

Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency, take the action necessary to help the child, for example call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a safeguard referral form or report the incident on CPOMS and seek support for yourself if you are distressed or need to debrief

Mental Health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and

many other conditions and behaviours. They are often a direct response to what is happening in their lives.

Churchmead School recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

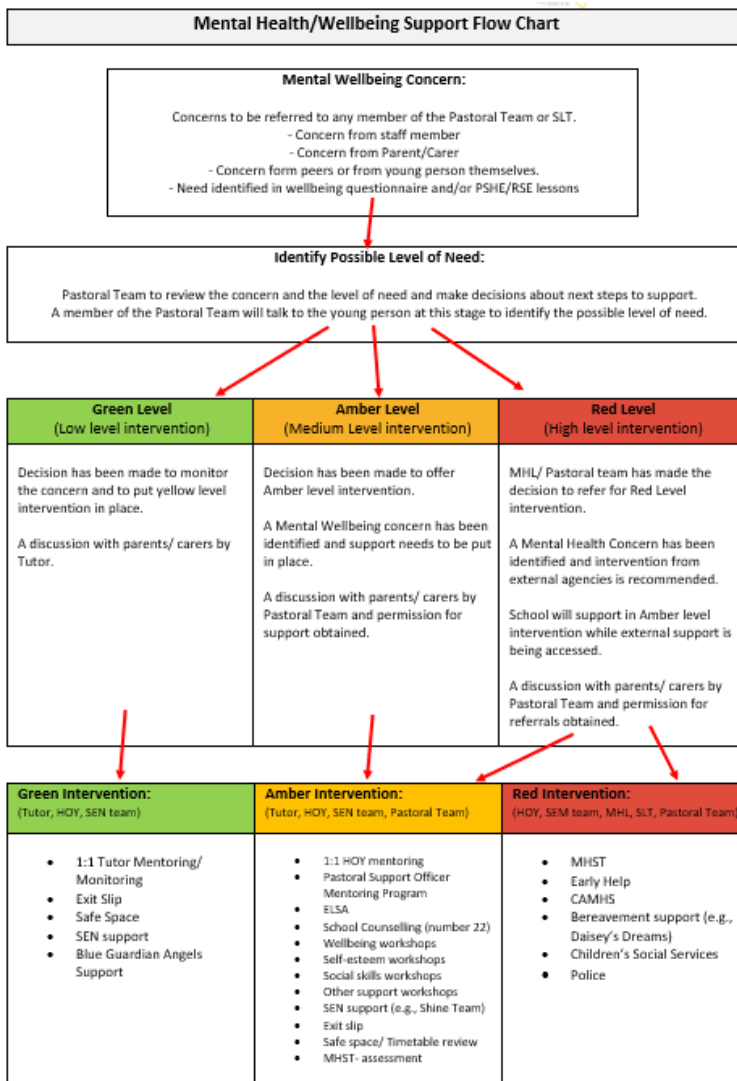
Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Churchmead School aims to promote positive mental health for all staff and pupils.

Our mental health lead is: Miss Rachel Jenkins, Assistant Headteacher (SEMH Lead).

Mental Health Support Flow Chart at Churchmead School:



Churchmead School will ensure that staff, pupils and parents are made aware of the support available in school and in the local community

Domestic Violence

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Homelessness

Churchmead School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral

routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt, including new poverty induced by the pandemic
- rent arrears
- domestic abuse and antisocial behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Children with family members in prison

Churchmead School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

Children missing education

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage and other harmful practices.

We will ensure, where possible, that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance Children missing education: statutory guidance for local authorities and RBWMs CME policy & referral: Local Guidance.

Children who run away or go missing from home or care

Churchmead School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2023' highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Churchmead School will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place.

Child sexual exploitation (CSE)

Churchmead School follows the London Child Protection Procedures for safeguarding children from sexual exploitation. Safeguarding Children from Sexual Exploitation

In February 2017, the government updated the working definition of child sexual exploitation Child sexual exploitation definition and guide

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

Child sexual exploitation is a form of child sexual abuse affecting boys and girls. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. While age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, or access to economic or other resources

Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation), consent cannot legally be given whatever the age of the child.

Key factors in child sexual exploitation

Child sexual exploitation involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child/young person does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Links to other kinds of crime:

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

Potential vulnerabilities

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

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

Possible indicators of child sexual exploitation

- Acquisition of money, clothes, mobile phones etc, without plausible explanation
- Gang association and/or isolation from peers and social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home or care without explanation and persistently going missing or returning late
- Excessive receipt of texts or phone calls
- Returning home under the influence of drugs or alcohol
- Inappropriate sexualised behaviour for age or sexually transmitted infections
- Evidence of or suspicion of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing
- Online exploitation

All young people are at risk from online exploitation and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others, which makes it difficult to contain the potential for further abuse.

Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

Child criminal exploitation (CCE)

Child criminal exploitation can happen to girls as well as boys and is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology.

CCE can include children being:

- forced to work in cannabis factories
- coerced into moving drugs or money across the country (county lines)
- forced to shoplift or pickpocket
- forced to threaten other young people
- manipulated into committing vehicle crime

Some of the following can be indicators of CCE:

- unexplained gifts or new possessions
- association with other young people involved in exploitation
- changes in emotional wellbeing
- misuse of drugs and alcohol
- regular missing episodes or frequently coming home late
- missing school or education

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes.

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
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. While 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.

Serious youth violence

Staff at Churchmead School are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

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

School-related weapons incidents

Churchmead School has a duty and a responsibility to protect and safeguard our pupils and staff. We will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers, which include the power to search pupils without consent for a number of 'prohibited items'. These include knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for searching, screening and confiscation

Churchmead School recognises that children and young people involved in school-related weapons incidents, including the alleged perpetrators, are vulnerable. We will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a pupil in this area, the DSL (or a deputy) will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

So-called 'honour based' abuse

So-called 'honour based' abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage and harmful practices such as breast ironing.

Honour based abuse might be committed against young people in our school who

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to avoid an arranged marriage
- want to avoid a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour in or justification for abusing the human rights of others. Staff at Churchmead School will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police and/or the SPA as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

Female genital mutilation (FGM) and Forced marriage

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad

- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani)
- knowledge that the pupil's sibling has undergone FGM
- pupil talking about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinary tract infection
- disclosure

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Churchmead School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

In Churchmead School, teachers in this situation will record their concerns on a safeguard referral form or CPOMS and inform the DSL, who will support the teacher in making a direct report to the police.

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

Forced marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access.

Child Trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern slavery as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at Churchmead School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to SPA as appropriate.

Types of Modern Slavery

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples)

- the sex industry, including brothels

- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding
- In addition, victims can be forced into criminal activities such as cannabis production, theft or begging.

Modern slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often for very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance: poor physical condition, malnourishment, untreated injuries and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day and no identification documents

- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of Churchmead School staff suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

The DSL will seek advice and support from SPA who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.
Modern slavery: how to identify and support victims

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Churchmead School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Churchmead School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

Radicalisation and extremism

Protecting children from the risk of radicalisation is part of Churchmead School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Churchmead School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to far right/neo-Nazi/white supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights movements.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During this stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

Churchmead School takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Churchmead School is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. Churchmead School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school. All areas are covered within our Personal Development Program here at Churchmead School.

Churchmead School's staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area and a specific understanding of how to identify and support individual children who may be at risk of radicalisation. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

Churchmead School recognises the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed to challenge extremist perspectives.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

Churchmead School will discuss any concerns about possible radicalisation identified in school with a pupil's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contacting the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We expect all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's staff code of conduct . We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism that enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as bereavement; bullying; online bullying; mental health problems including eating disorders; family problems such as domestic violence; or any form of abuse or conflict between the child and parents.

The most common forms of self-harm are

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc.
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and/or drugs

Churchmead School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide, will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

A safety plan will be developed for any pupil at risk of suicide.

Fabrication or induced illnesses (FI)

Staff at Churchmead School are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

There are many ways that the parent/carer may fabricate (make up or lie about) or induce illness in a child:

- lying about their child's symptoms
- deliberately contaminating or manipulating clinical tests to fake evidence of illness. For example, by adding blood or glucose to urine samples, placing their blood on the child's clothing to suggest unusual bleeding, or heating thermometers to suggest the presence of a fever
- poisoning their child with unsuitable and non-prescribed medicine
- infecting their child's wounds or injecting the child with dirt or poo
- inducing unconsciousness by suffocating their child
- not treating or mistreating genuine conditions so they get worse
- withholding food, resulting in the child failing to develop physically and mentally at the expected rate.

The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm and/or disturbed family relationships as a result of an abnormal relationship with their parent.

Staff at Churchmead School will record and report any concerns about a child who might be experiencing fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

9, Child on Child Abuse

ALL staff at across Churchmead School will:

- recognise the increasing national concern regarding this issue as highlighted in the KCSiE 2023
- are aware of the level and nature of risk that our pupils are or may be exposed to

- understand the important role that they play in the culture of vigilance
- recognise Child on Child abuse of all types
- are confident and competent in responding promptly and appropriately with timely challenge of the attitudes and behaviours of child-on-child abuse (both inside and outside the classroom)
- listen to children, capture their voice, and help to create a culture in which our children feel able to share their concerns openly, in a non-judgemental environment
- will not downplay behaviours and dismiss them as ‘just banter’, ‘having a laugh’ or ‘part of growing up’
- understand that by dismissing unacceptable behaviours it can lead to an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not having the confidence to come forward, speak out and report what has happened to them.
- report and record their concerns following our safeguarding referral processes
- understand that even if there are no reports of this type of abuse that it ‘does happen here’
- are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our setting and beyond
- recognise and understand that children who harm others, may have additional or complex needs of their own, e.g., significant disruption in their own lives, exposure to domestic abuse, witnessing/ suffering abuse as well as educational under-achievement and possibly an involvement in criminal activity and therefore they too, will need support.
- encourage parents to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of child-on-child abuse.
- know that putting a stop to child-on-child abuse of any type and ensuring the safety of our children is a priority in our education setting.
- regard the introduction of this policy as a positive, proactive, and preventative measure

At Churchmead School, we work hard to create a culture where Child on Child abuse does not happen. We strive to create an ethos of mutually respectful behaviour. However, if this type of abuse is seen, heard or reported ALL staff are confident in their actions and subsequent support.

Our children ALL children are at risk of child-on-child abuse, but some groups are more vulnerable than others to abuse and include the following:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm

- A child who is at risk of/or has been exploited or at risk of being exploited, criminally/sexually
- A child looked after
- A child who goes missing from school/home or is missing education
- Children who identify as or are perceived as LGBTQ+
- Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, sexual violence and/or sexual harassment. They often are exploited into gangs and are victims of sexual violence when in those gangs. However, we are aware that these are behaviours not just confined to girls.
- Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence because of gang culture.

At Churchmead School, we encourage our children to talk to us and tell us when they are worried and what they are worried about, be it about themselves or another child. We are confident that our children know:

- who to speak to and/or where to go for support?
- that they will be listened to, taken seriously and not dismissed
- that they will receive the right help at the right time
- that they will receive ongoing support
- that they will be supported to feel safe in school
- that they will be supported to continue to access their education

We also inform our children that there are other ways to report abuse if they are worried about themselves or other children and for whatever reason don't feel that they can speak to staff in school. For example: NSPCC Helpline on 0808 800 5000 or Childline on 0800 1111.

At Churchmead School, we will use our safeguarding curriculum to educate and inform our children and young people about child-on-child abuse.

This will include such topics:

- Healthy and respectful relationships, including consent
- What respectful behaviour looks like
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong and addressing cultures of sexual harassment

Child on Child abuse - What is it?

Child on Child abuse is any form of physical, sexual, emotional, and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and nonintimate).

All staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals.
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g., on grounds of race, religion, gender, sexual orientation, disability, or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim.

We will record all instances of Child- on-Child Abuse on CPOMS and inform parents /carers of such incidents.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- Repetition as these behaviours happen more than once or have the potential to happen more than once.

- actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Any behaviours that may need to be handled with sanctions will be in line with our Behaviour Policy

Online bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

Prejudiced related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

We keep a record of known bullying incidents, which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or being victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education. We have a duty to record and regularly report to the local governing body incidents of recorded racism within the school.

Indicators that a child may be suffering from Child-on-Child abuse

Indicators and signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects our children and their presenting behaviours in different ways and the list above is not exhaustive. Children who present with one or more of these signs are not necessarily victims of abuse and their behaviour will depend on their individual circumstances.

ALL staff are alert to behaviour that may cause concern and think about what the behaviour might signify. We actively encourage children to share with us any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated and understood with the appropriate support in place.

Hate Crimes

Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats.

Sexual violence, Sexual Harassment and Harmful sexual behaviours (HSB)

Churchmead School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges. Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021)

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

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

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. Churchmead School will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at Churchmead School. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Churchmead School recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence:

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

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

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

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

Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal

but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment: Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual ‘jokes’ or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos, unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behaviours:



Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours

refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage.

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Harmful sexual behaviours will be considered in a child protection context.

Churchmead School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

Churchmead School has a clear set of values and standards of Courage, Compassion and Commitment and these will be upheld and demonstrated throughout all aspects of school life. The school has a Behaviour Policy and Anti-Bullying Policy.

The PSHE and RSE curriculum (amend as appropriate) covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment
- consent

Up skirting

Churchmead School will ensure that all staff and pupils are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of upskirting in the school will not be tolerated. Churchmead School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Sharing nudes and semi-nudes

Churchmead School will act in accordance with guidance endorsed by DfE [Sharing nudes and semi-nudes: how to respond to an incident.](#)

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. Churchmead School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "Searching, screening and confiscation: advice for headteachers, school staff and governing bodies" (DfE January 2018)

Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to SPA and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sharing nudes and semi-nudes will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required.

This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to

contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the police and the SPA to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery

Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the headteacher
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the head teacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the headteacher's or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

Online Safety

Churchmead School has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, TikTok, Twitter, MSN, Tumblr, Snapchat, Instagram and gaming platforms.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. (See Online Safety Policy)

Online bullying and sharing nudes and semi-nudes by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Dealing with a concern in relation to Child on Child Abuse

We have covered what we do when responding to child-on-child abuse concerns/disclosures and these all apply to sexual violence and sexual harassment between children's disclosures; however, we recognise complexity and challenges that we face following the report of this abuse. Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every case; it provides effective safeguarding practice and principles for us to consider in our decision making process and on a case-by-case basis.

Our Designated Safeguarding Lead (DSL) and deputy/ies (DDSLs) will take the lead role when dealing with this type of abuse using their professional judgement and working together practices.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports. We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours are key. We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. The culture in our setting is key to this. On occasions the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The Designated Safeguarding Lead will consider the following:

- The wishes of the victim in terms of how they want to proceed
- The victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., Is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

When we talk about Sexual Violence and Sexual Harassment between children, we will refer to 'victim' and 'alleged perpetrator'. This does not mean that we are taking sides nor making any judgement, but for the purpose of this policy we will refer to children involved in this way.

Victim

When we speak to the 'victim' we will:

- listen and take any disclosure seriously
- never make them feel that they are creating a problem or be ashamed
- reassure them that they will be kept safe
- handle the situation with sensitivity
- use proper names for body parts but record exactly any language or vocabulary used by the child
- ask open questions and not lead the victim
- ascertain where the abuse occurred as this may highlight 'hot spots or vulnerable locations in our setting or within the community which may need to be revisited by either ourselves (in school) or by alerting police/partners if it is in the community
- ascertain if other children witnessed this abuse
- consider ongoing support within our setting
- consider any referrals for external support Parents or carers of the victim will be informed (unless this would put the victim at greater risk).

Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting.

If we do decide to make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will in most cases be explained to the victim and appropriate specialist support offered.

We will also consider the following:

- The wishes of the victim in terms of how they want to proceed
- That the victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (We will balance this aspect and the need to balance our duty and responsibility to protect other children)
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour.
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers

- Are there ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation We will give all the necessary support for the victim to remain in school; however, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

Alleged perpetrator

When we speak to the ‘alleged perpetrator’ we will:

- listen to what they say and not dismiss their account
- handle the situation with sensitivity and a non-judgemental approach
- offer ongoing support
- record all conversations and all action taken
- consider any referrals for external support, e.g., Youth Offending Service
- When to inform the alleged perpetrator will be a decision that will be carefully considered.
- Where a report is going to be made to children’s social care and/or the police, then, as a rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are three likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with our Behaviour Policy and by providing pastoral intervention and support.

Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved.

Police and Social services- At Churchmead School, we understand our responsibilities to call the Police and reporting forms of Child-on-Child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is: When to call the police (guidance for schools and colleges) Outcome 21 Sexting Guidance. In any form of Child-on-Child abuse where it is believed that an offence has been committed, a report may be made to the Police. Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. This may also include the development of a clear and robust safety and support plan as part of this early help process. Risk assessing, and safety planning is a key aspect of all Child on Child abuse

With regard to sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

Referring to Children's Social care. In all cases of child-on-child abuse, but with sexual violence and sexual harassment, consideration will be given to the reporting of the matter to Children's Social Care. In making this decision, we must consider whether a child is at risk of harm or is in immediate danger. In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support within a formalised plan.

We will consider starting an Early Help process where we are the lead professional. However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again.

A threshold document used by all children's social care systems will be used by DSLs to help and support our decision making. At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care. If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services. Where statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker. This collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children requiring support. We will not wait for the outcome, or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

Incident Management- What happens afterwards

It is vital that all children involved in Child-on-Child abuse are given appropriate and ongoing support for as long as it is required/needed.

This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals. If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support. There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

Support planning is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g., self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan.

Referrals may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with ALL children involved in this process and this is helped with robust planning.

Safety planning/Risk assessment

Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management.

When looking at this process, consideration should be given to the following:

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children
- the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the victim and alleged perpetrator share classes?
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)

- what measures need to be put in place for the arrival at the start of the school day and leaving at the end of the school day
- do the victim and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible
- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs. In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by parents and carers as required). Our safety plan/risk assessment will be kept under review.

10, Children who maybe more vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; an individual child's personality, behaviour, disability, mental and physical health needs; and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- children with poor attendance
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already perceived as a 'problem'
- at risk of child sexual exploitation (CSE)

- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Safeguarding Children with SEND

We also recognise that students with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying or Child on Child abuse) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

The school will endeavour to support the student through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil understands that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service. Early referral is key.
- Ensuring that, where a pupil on a child protection plan, leaves this school their information is transferred to the new school immediately and that the child's social worker is informed.

Safeguarding Children who are lesbian, gay, bi, or trans (LGBT).

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a

child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. The school ensures that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with trusted staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and is taught within the personal development curriculum.

11, Children who have a social worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect or complex family circumstances. Churchmead School recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the DSL will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The role of the Virtual School has been extended to provide advice and support to children who are subject to a child in need plan or a child protection plan.

12, Children who are looked after or previously looked after

The most common reasons for children becoming looked after is as a result of abuse and/or neglect. Churchmead School will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is Miss Rachel Jenkins. The designated governor for children looked after is Mrs Margret Lenton.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of all children looked after's personal education plans (PEPs) within the school

Role and responsibilities of the designated teacher

The designated teacher has attended appropriate training and ensures that the school has the up-to-date details of the allocated social worker/personal adviser (care leavers) and the virtual school headteacher in the local authority that looks after the child. Details of the AfC Virtual School can be found at [online](#).

13, Contextual Safeguarding

Contextual Safeguarding (Sometimes known as Assessment of Risk outside the home)

Churchmead School recognises the importance of considering the context of our school in order to fully assess and reduce the risks to our students. As such, we are fully aware of the risks presented to our children in their local environment. We know that children may be at risk of extra familial harm including forms of exploitation, online abuse, serious youth violence and teenage relationship abuse. Key information gathered by our DSLs from outside agencies and training allows the school to adapt the PSHCE, RSE and tutor time programmes accordingly to address any pertinent issues in order to keep our students safe.

The Senior Leadership Team within Churchmead School will use contextual information, plus their local knowledge to identify the risks and issues in the wider community when considering the wellbeing and safety of its students.

At Churchmead School, we are aware that well-being and mental health are of a high priority and following the global pandemic, the data shows that there is an increasing trend of anxiety as our students move into higher year groups. Data also shows there is a higher risk for cyber bullying and mental health concerns. This is common across many schools in the UK and is not isolated to our school. We have therefore adapted our PSHCE, ICT programme and assemblies to address this to ensure that students are fully aware of the risk posed by online activity and crucially that our students know how to keep themselves safe online. The importance of ensuring that we support our families as much as possible and provide support where needed. Churchmead School prides itself on taking proactive steps to support with the issues above, as well as others which are prominent for individual/groups of students and

their families. We will offer support from both within school, as well as working extensively with appropriate external partners/agencies to ensure the very best support for those that need it.

14, Early Help working with other agencies

At Churchmead School we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL.

Any child may benefit from early help, but at Churchmead School we are particularly aware of the potential need for early help for a child who:

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

The DSL can take a case to the Early Help to get multi-agency support.

If early help and/or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs, our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

15, Concerns about a child- What to do

Remember the seven Rs: receive; reassure; respond; report; record; remember; review.

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing
- tell the child what will happen next

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on.

Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the on a Safeguard referral form or complete an incident on CPOMS in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used if needed. The record should be handed to the DSL.

16, Dealing with disclosures

We have covered what we do when responding to child-on-child abuse concerns/disclosures and these all apply to sexual violence and sexual harassment between children's disclosures; however, we recognise complexity and challenges that we face following the report of this abuse. Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every case; it provides effective safeguarding practice and principles for us to consider in our decision making process and on a case-by-case basis.

Our Designated Safeguarding Lead (DSL) and deputy/ies (DDSLs) will take the lead role when dealing with this type of abuse using their professional judgement and working together practices.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports. We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours are key. We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. The culture in our setting is key to this. On occasions the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The Designated Safeguarding Lead will consider the following:

- The wishes of the victim in terms of how they want to proceed
- The victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any

support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children

- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., Is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

When we talk about Sexual Violence and Sexual Harassment between children, we will refer to 'victim' and 'alleged perpetrator'. This does not mean that we are taking sides nor making any judgement, but for the purpose of this policy we will refer to children involved in this way.

Victim

When we speak to the 'victim' we will:

- listen and take any disclosure seriously
- never make them feel that they are creating a problem or be ashamed
- reassure them that they will be kept safe
- handle the situation with sensitivity
- use proper names for body parts but record exactly any language or vocabulary used by the child
- ask open questions and not lead the victim
- ascertain where the abuse occurred as this may highlight 'hot spots or vulnerable locations in our setting or within the community which may need to be revisited by either ourselves (in school) or by alerting police/partners if it is in the community
- ascertain if other children witnessed this abuse
- consider ongoing support within our setting
- consider any referrals for external support Parents or carers of the victim will be informed (unless this would put the victim at greater risk).

Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting.

If we do decide to make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will in most cases be explained to the victim and appropriate specialist support offered.

We will also consider the following:

- The wishes of the victim in terms of how they want to proceed
- That the victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (We will balance this aspect and the need to balance our duty and responsibility to protect other children)
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour.
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation We will give all the necessary support for the victim to remain in school; however, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

Alleged perpetrator

When we speak to the 'alleged perpetrator' we will:

- listen to what they say and not dismiss their account
- handle the situation with sensitivity and a non-judgemental approach
- offer ongoing support
- record all conversations and all action taken
- consider any referrals for external support, e.g., Youth Offending Service
- When to inform the alleged perpetrator will be a decision that will be carefully considered.
- Where a report is going to be made to children's social care and/or the police, then, as a rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are three likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with our Behaviour Policy and by providing pastoral intervention and support.

Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved.

Police and Social services- At Churchmead School, we understand our responsibilities to call the Police and reporting forms of Child-on-Child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is: When to call the police (guidance for schools and colleges) Outcome 21 Sexting Guidance. In any form of Child-on-Child abuse where it is believed that an offence has been committed, a report may be made to the Police. Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. This may also include the development of a clear and robust safety and support plan as part of this early help process. Risk assessing, and safety planning is a key aspect of all Child on Child abuse

With regard to sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

Referring to Children's Social care. In all cases of child-on-child abuse, but with sexual violence and sexual harassment, consideration will be given to the reporting of the matter to Children's Social Care. In making this decision, we must consider whether a child is at risk of harm or is in immediate danger. In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support within a formalised plan.

We will consider starting an Early Help process where we are the lead professional. However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again.

A threshold document used by all children's social care systems will be used by DSLs to help and support our decision making. At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care. If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services. Where statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker. This collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children requiring support. We will not wait for the outcome, or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

Incident Management- What happens afterwards

It is vital that all children involved in Child-on-Child abuse are given appropriate and ongoing support for as long as it is required/needed.

This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals. If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support. There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

Support planning is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g., self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan.

Referrals may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with ALL children involved in this process and this is helped with robust planning.

Safety planning/Risk assessment

Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management.

When looking at this process, consideration should be given to the following:

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children
- the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the victim and alleged perpetrator share classes?
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)
- what measures need to be put in place for the arrival at the start of the school day and leaving at the end of the school day
- do the victim and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible
- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs. In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by parents and carers as required). Our safety plan/risk assessment will be kept under review.

17, Informing parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage, honour based abuse or any harmful practice, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

18, Making a referral to the Single Point of Access (SPA) and other child protective services.

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access or a MARF referral is appropriate. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If you have not had any feedback from the agency within 72 hours of making the referral, you must follow this up.

If after a referral the pupil's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm, a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

SPA: 01628 683150 (RBWM)

Slough Children's first: 01753 875362

19, Support for staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

20, Confidentiality and Record Keeping

Churchmead School recognises that to effectively meet a child's needs, safeguard their welfare and protect them from harm, the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

The DfE emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

All staff are aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing.

It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point.

Record Keeping

Pupils' safeguarding and child protection records will be stored securely and access to them will be appropriately limited. Records are stored under password protected files on our secure network, on our safeguarding software (CPOMS) and also physically in a locked secure room.

When pupils leave Churchmead School, the school will ensure that their child protection file is transferred to the new school or college as soon as possible (within 5 working days) This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place.

If Churchmead School is the last school that the pupil attends, their child protection file will be securely stored by the school until their 26th birthday is reached, when it will be securely disposed of.

21, Complaints and allegations about staff

Churchmead School has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioner's, other outsider organisations and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer, other outsider organisations may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

This applies to any child the member of staff, supply staff or volunteer or other outsider organisations has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings'

All staff should be aware of Churchmead School's behaviour policy.

All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher or the DSL.

The headteacher or the DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the **chair of governors** who will consult the LADO as above, without notifying the headteacher first.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Churchmead School will follow Keeping Children Safe in Education 2023 managing allegations against staff and procedures.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the chair of governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, whilst they carry out their investigation.

If an allegation pertains to another adult not employed directly by the school, for example catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Low level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that

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

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

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

22, Whistleblowing

Churchmead School has a whistleblowing policy. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the headteacher, the DSL or the chair of governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 800 5000 or email: help@nspcc.org.uk

Whistleblowing issues regarding the headteacher should be raised with the chair of the Governing Board.

23, Physical intervention

Churchmead School promotes a positive environment for all. Staff will always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times, minimal force is used to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained.

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their pupils.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot: use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers/ vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Churchmead School takes the safeguarding of students very seriously. It has in place rigorous procedures /policies to ensure that it has robust procedures in place to minimise any risk to students.

If a member of staff has to restrain or make necessary contact with a young person, the member of staff must inform the DLS(s) and complete a report.

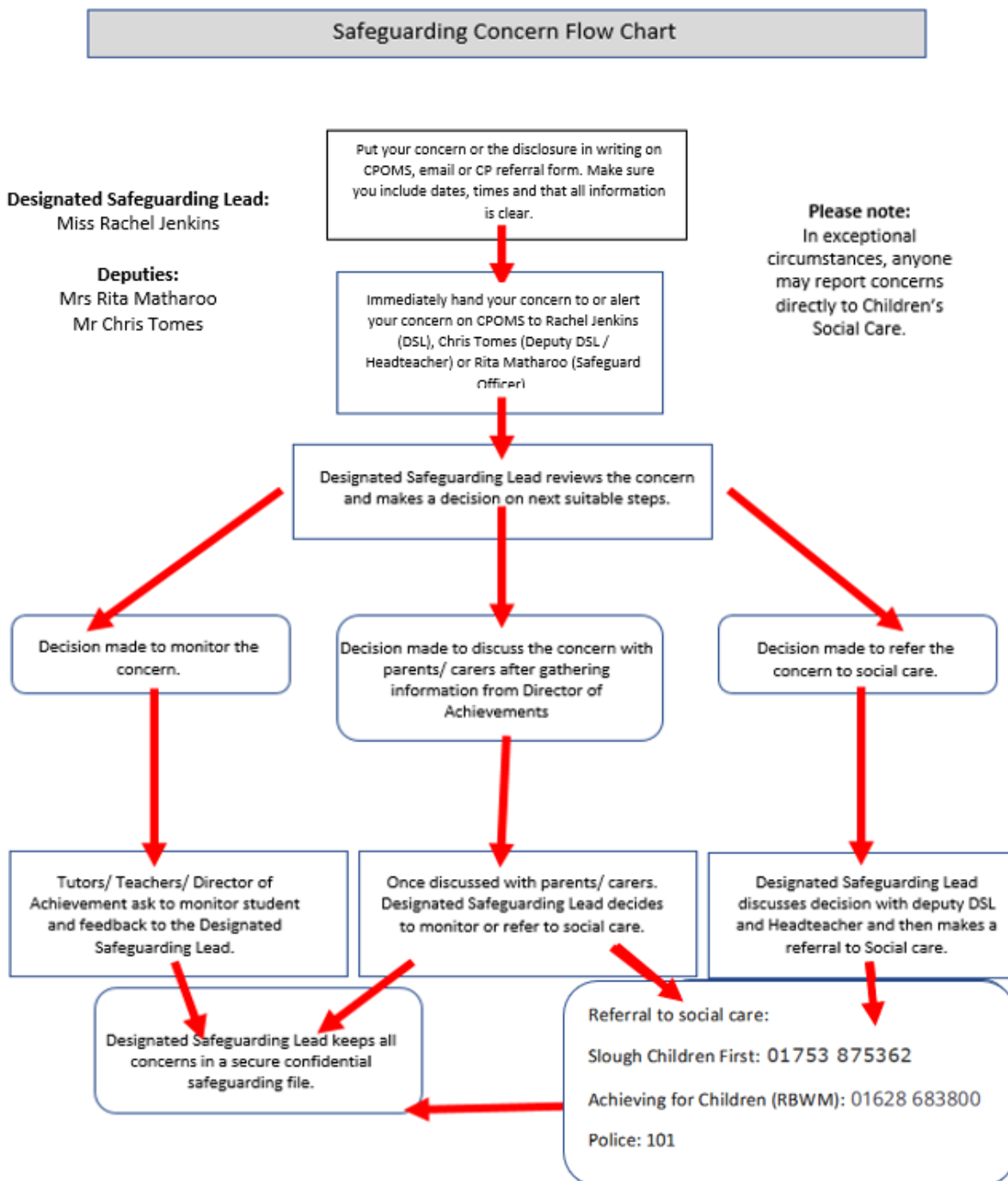
Appendix 1- Safeguarding referral form



CHURCHMEAD SCHOOL
 BELIEVE TO ACHIEVE
SAFEGUARDING CONCERN/ REFERRAL

<u>Safeguarding :</u>		Cause of Concern:	
Name of Student:			
DOB:			
Date and Time:		Year/Form:	
Name of Staff making referral:			
Transcribe the referral/concern factually: When (date and time of incident)? What (if recording a verbal disclosure by a child use their words)? Where? What are you worried about? Who? Any witnesses? Add more on back if needed.			
Signature:		Date:	
Has the student put their disclosure in writing?		Yes (if Yes pls attach)	No
Actions:			
Date:	Person taking action:	Action: (Referral, parental contact, external support...?)	Signature:

Appendix 2- Raising a Safeguarding concern flow chart



Appendix 3- Linked policies

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education 2021: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2018: www.gov.uk/government/publications/working-together-to-safeguard-children--2

Inspecting Safeguarding in Early Years, Education and Skills:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>

What to do if You're Worried a Child is Being Abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Statutory framework for the early years foundation stage:

https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/KCSIE_2021_September_guidance.pdf

Early years foundation stage (EYFS) statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Statutory guidance for alternative provision:

<https://www.gov.uk/government/publications/alternative-provision>

Engaging Neglectful Parents from Affluent Backgrounds:

<https://www.gold.ac.uk/media/documents-by-section/departments/social-therapeutic-and-comms-studies/Report---Neglect-in-Affluent-Families-1-December-2017.pdf>

RBWM Multi-agency Threshold Document:

https://rbwmsafeguardingpartnership.org.uk/assets/1/multi_agency_threshold_guidance_february_2016.pdf

ACEs video: <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Mental health and behaviour in schools guidance:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Mind: <https://www.mind.org.uk/>

Kooth: <https://www.kooth.com/>

Domestic Abuse Act 2021: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>

Children Missing Education Statutory Guidance:

<https://www.gov.uk/government/publications/children-missing-education>

Local Guidance:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-welfare-service-ews>

https://berks.proceduresonline.com/west_berk/p_ch_missing_educ.html

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021):

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Beyond Referrals Toolkit:

https://www.csnetwork.org.uk/assets/documents/CSN_BeyondReferrals_SchoolsGuidance_ARTWO_RK.pdf

When to call the police:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Stop it Now: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

Beyond Referrals: <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Child Sexual Exploitation Definition and Guide: www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre: [National Cyber Security Centre](http://NationalCyberSecurityCentre)

Preventing youth violence and gang involvement:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

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

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Asian Women's Resource Centre: <https://www.asianwomenscentre.org.uk/>

Modern slavery: how to identify and support victims:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://www.educateagainsthate.org.uk/)

Papyrus: <https://www.papyrus-uk.org/suicide-prevention/>

RCPCH updated guidance on fabricated or induced illness:

<https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: <https://www.afcvirtualschool.org.uk/>

Early Help Assessment: <https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/early-help-and-intervention>

Guidance for Safer Working Practice:

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

RBWM threshold doc:

https://rbwmsafeguardingpartnership.org.uk/assets/1/multi_agency_threshold_guidance_february_2016.pdf

Child Missing Education: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-welfare-service-ews>

Early Help: <https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/early-help-and-intervention>

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Children who run away or go missing from home or care:
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

NSPCC Responding to a child's disclosure of abuse:
<https://www.youtube.com/watch?v=bvJ5uBIGYgE>

SPA referral form: <https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/concerned-about-a-child>

Guidance for safer working practice 2019:
<https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/keeping-children-safe-in-education-2021-caspar-briefing.pdf>

Guidance for safer working practice addendum April 2020:
<https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf>

Manor Green physical intervention training: <https://www.manorgreenschool.co.uk/training-and-services/team-teach>

Price training: <https://www.pricetraining.co.uk/your-sector/schools-education/>

Positive environments where children can flourish:
<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Use of reasonable force: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 4- Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

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

Appendix 5- The seven Rs

Receive, Reassure, Respond, Report, Record, Remember, Review

Receive : Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure : Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: “I’ll stay with you”, or “everything will be alright now” or “I’ll keep this confidential”. Do reassure, e.g. you could say “I believe you”, “I am glad you came to me”, “I am sorry this has happened”, “we are going to do something together to get help”.

Respond : Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask ‘leading’ questions, i.e. “did he touch your private parts?” or “did she hurt you?”. Such questions may invalidate your evidence (and the child’s) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases “tell me”, “describe” or “explain” are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report: Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you **MUST** contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children’s social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record: If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 3). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember: Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review:

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?