Poole High School

VALUED • INSPIRED • EMPOWERED

SAFEGUARDING AND CHILD PROTECTION POLICY

Staff Link:	Mrs S Phillips	Date:	September 2020
Governor Link:	Mrs MC Mowlam Mrs L Way	Next Review:	September 2021
		Subsequent Reviews:	Annually

Contents

1. Policy Statement

At Poole High School we will actively seek to safeguard all students in our care, their families, their siblings and other members of our community.

Poole High School is committed to providing the highest possible standards in regard to all safeguarding issues. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

The school aims to ensure that:
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues.

The school recognises that its first responsibility is the protection of children from harm and that our systems and working practices must put safeguarding as our top priority. The school also recognises that safeguarding is everyone's responsibility.

The aims of this policy are to ensure the school is fully involved in ensuring that children are:
- Protected from maltreatment
- Protected from impaired health or development
- Given the skills to have positive life chances and the opportunity to make choices.

2. Legislation

This policy is based on the following legislation and guidance which we fully recognise.

- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018)
- Education Act 2002 Section 175
- The School Staffing (England) Regulations (2009)
- The Children Act (1989) with (2004) Amendment
- What to do if you're worried a child is being abused (2015)
- Safeguarding Vulnerable Groups Act (2006) Schedule 4
- Statutory guidance on the Prevent duty under the Counter Terrorism and Securities Act (2015)
- Female Genital Mutilation Act (2003) Section 5B(11)
- Statutory Guidance on Female Genital Mutilation
- The Rehabilitation of offenders Act (1974)

3. Confidentiality

Poole High School is committed to protecting the confidential and sensitive nature of the safeguarding information that we are presented with. We ensure that information is shared with all necessary agencies and appropriate permission is sought where necessary.

Emails being sent outside of the school network containing any information that could identify a child or adult will be sent by secure email, where a secure end-to-end system is not authorised.

All safeguarding information will be stored securely where only DSLs and safeguarding L2 trained staff can access it. Chronologies will be kept within this secure network area and additionally will have a password.

4. Roles and Responsibilities

Key safeguarding members of staff:

Headteacher	Mr Paul Gray
Safeguarding governors	Mrs Marie-Claire Mowlam, Mrs Louisa Way
Designated Safeguarding Lead	Mrs Sian Phillips
Reserve Designated Safeguarding Lead	Mr Adam Bousfield
Deputy Designated Safeguarding Lead	Ms Jane Bethell
Deputy Designated Safeguarding Lead	Mrs Sue Orchard
Deputy Designated Safeguarding Lead	Miss Jaimie Clayton
Deputy Designated Safeguarding Lead	Mrs Vicki Stillman
Prevent Lead	Ms Jane Bethell
ESafety Champion	Miss Jaimie Clayton
Anti-Bullying Champion	Mr Sam Bury

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of our safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff
All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education. This is held in their red safeguarding folders and the staff handbook.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Sian Phillips, Deputy Headteacher.

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the reserve and deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

The governing body

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

The governing body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. Our link governors are Mrs Marie-Claire Mowlam and Mrs Louisa Way. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education and complete regular safeguarding training.

The headteacher

The headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.

5. Definitions

Safeguarding and promoting the welfare of children means:
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Section 7.3 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Section 7.3 defines neglect in more detail.

Sexting is the sharing of sexual imagery (photos or videos) by children. It is also known as youth produced sexual imagery (YPSI).

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police

6. Procedures

6.1 Record keeping
Poole High School holds records in line with the following schedule.

The school will keep a central register of children for whom there is any concern, this is accessible by the DSL and deputies. This will include all children who are open to: children's social care on a child protection or child in need plan, early help, children open to social care assessment, or other relevant agencies.

The school will keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately.
Concerns will be logged in an electronic chronology, the file will be password protected and held in the student's safeguarding electronic file in the W drive. Only DSL trained staff will have permission to access the file. This is in accordance with the school's ICT policy.

When a referral is made, a copy is kept in the student's electronic file in the safeguarding section on the W drive. The referral is logged with the DDSL with responsibility for logging referrals.

When a child moves school, the Year Office will liaise with the DSL to ensure all relevant child protection records are sent to the receiving school or establishment, once the child has gone onto the receiving school roll.

6.2 Training
The school will ensure that is has one Designated Safeguarding Lead, who has undertaken as a minimum, the Child Protection DSL training. The training must be updated every two years in accordance with Government guidance.
There will be at least one trained reserve member of staff to act as another point of contact for staff. In addition there will be at least two deputy Designated Safeguarding Leads to ensure all information and records are kept effectively and with ease of access when required.

Pastoral staff with direct supervision of children's welfare will receive child protection training at least every three years.

The school will ensure that all staff are provided with training from the point of their induction, and this will be updated every three years at a minimum using external providers and every year as minimum using internal trainers. Staff will also be regularly updated throughout the year so that they know:
- their personal responsibility

- the procedures for safeguarding
- the need to be vigilant in identifying cases of abuse
- how to support and to respond to a child who divulges abuse.

Following induction training, the new member of staff will sign a form in the presence of the trainer, to confirm they have received the Safeguarding induction training and then this paperwork will be kept in their personnel file. Staff will update the log in their personal red safeguarding training folder.

The staffing officer at the school will maintain a Safeguarding training register to record induction training and subsequent Safeguarding training courses thereafter, whether these are internal (INSET) training sessions or external courses.

6.3 Education

The school will ensure all students are fully updated on keeping themselves safe including guidance about where and how to reports any concerns.

Information will be available in tutor period, assemblies, PSHE and collapsed periods of delivery. Additionally, information is available on the school website.

Students will have the opportunity to reflect on whom they might go to when concerned and they will record this in their planner.

Safeguarding reps will be elected in year groups to ensure we hear the student voice in decisions on safeguarding education.

6.4 Communication

The school will ensure that the safeguarding statement (including photographs of the relevant Designated Safeguarding Lead and deputies) is placed in every office and classroom.

All visitors to school are required to read the safeguarding statement at reception and sign in.

All staff and visitors are required to wear a lanyard at all times.

External Agencies

The school will ensure good communication, working practices, and high levels of contact with relevant agencies. It will co-operate, as required, with their enquiries regarding child protection matters including attendance and written reports at strategy meetings, initial case conferences, core groups, child protection review conferences and any other professionals meeting.

Our Partner Agencies include: Social Care, Early Help (EHAP), Health (including School Nursing Team, Hospital, Consultants), CAMHS, YADAS, Targeted Youth Workers, Police, Youth Offending Team.

The DSL will notify the MASH (Multi Agency Safeguarding Hub) team if there is a concern that a child is being abused or when a disclosure is made that has been reported to staff, where the school professional has made initial enquiries and discussed the concerns with a staff member who has undergone child protection training. This referral will happen on the same working day as the incident comes to light. If the situation does not appear to improve, the DSL should press for re-consideration. If there is, a difference of opinion with another agency the LSCB Escalation policy should be used
http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

The referral made will have a response from MASH within one working day. If this does not happen this must be brought to the attention of the DSL who will query.
Referral to other services that do not receive a response within one working week must be brought to the attention of the DSL who will query.
In the case of child protection conferences, strategy meetings or other external agency meetings the pastoral lead attending the meeting will ensure that all time lines and actions are recorded and followed after said conference. These should be recorded on the meeting log stored in the child's electronic safeguarding folder on the W drive.

Discussions around what referrals are appropriate will be known as and recorded as "in principle" discussions. These will always include three staff members, one of which should be a member of the senior leadership team who is child protection trained.

Where the head teacher should have to exclude a student on the child protection register (whether fixed term or permanently), a discussion with the DSL will be held to ensure safe supervision.

Contact will be made at the earliest opportunity by appropriately trained staff (where possible). This should always be on the same day for any significant concern. No child should be allowed home until such time as it is considered safe for this to happen. Where no trained child protection person is available e.g. an incident that occurs outside of school time, and the child is seen to be at risk, it is the member of staff's responsibility to report this to the MASH. The Safeguarding Lead should be informed of this as a matter of urgency.

The school also keeps an up to date list of all the agencies who may be able to support a child in difficulty, need or at risk of exclusion.

Parents
We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

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

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

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

6.5 Safer working practices

This code of conduct for keeping children safe applies to all staff and visitors, in any capacity, in their dealings with all students of Poole High School.

Under the terms of section 42 of the Sexual Offences Act 2003, all persons in positions of trust, but in this policy specifically staff of Poole High School, must avoid putting themselves at risk of allegations of abusive or unprofessional conduct. This is also stated in the school's Code of Conduct, section 1:3.

In order for staff to stay safe and allegation free they are requested to adhere to the following:
 ● Ensure you have no inappropriate physical contact with learners;
 ● Do not engage in personal contact with learners via any media, such as: mobile phones, texting, the internet (including private e-mail), chat rooms, social networks and the like;
 ● Only use school email, google classroom and the school texting service to contact students;
 ● Never take photographs of students on your personal equipment;
 ● Never give your personal contact details to a student;
 ● Ensure you are always clearly visible when meeting with, or teaching students;
 ● Do not act in any way that seriously demean or undermine pupils, their parents or carers, or colleagues;
 ● Inform the school of any situation in which you regularly have out of school contact with a student of Poole High School e.g. at church, at a sporting club or through personal friendships;
 ● Ensure you are aware of our school's Safeguarding Policy, Staff Code of Conduct document and Whistleblowing Procedure to protect yourself fully.
 ● If you become concerned or are in doubt about your contact with a student being misconstrued, contact the DSL or deputies.

6.6 DSL Cover

There are 6 deputy DSLs in the team and we ensure that there are 2 on site at a minimum during school hours in term time. There are always members of staff available to handle safeguarding issues in school. The following indicates the level at which safeguarding matters are dealt with.

6.7

Responding to Allegations or Concerns about Staff or Volunteers

- Rigorous safe recruitment and selection procedures and adhering to the school's code of conduct and safer practice guidance is vital to limit allegations against or concerns about staff or volunteers. However, if a member of staff has any reason to believe that another adult in school has acted inappropriately or abused a child or young person, they will take action by reporting to the Headteacher, Designated Safeguarding Lead or Senior safeguarding Lead. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

- If the allegation/concern is about the Headteacher, it will be discussed with the Chair of Governors or the Local Authority Designated Officer (LADO).

- Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

  BCP LADO: John McLaughlin (01202 714677)

  xxxx

- Keeping Children Safe in Education 2020 part 4, "Allegations of abuse made against teachers and other staff including supply teachers and volunteers" along with Pan-Dorset Safeguarding Children Partnership procedures will be followed for both the investigation and support for the member of staff.

- School staff are aware of the schools whistle blowing policy and Senior members of staff with responsibility for safeguarding have been made aware of the NSPCC whistle blowing helpline https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

7. Recognising Issues

7.1 Supporting students with SEND

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

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

7.2 Abuse

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- 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. When this is perpetrated by other children is can be referred to as peer on peer.

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

7.3 Criminal Exploitation

Criminal exploitation includes county lines but also includes children coerced or exploited into criminal activity, this could be by a peer or adult. The school has been involved in the local police initiative in raising awareness of these areas as well as the threat posed by gangs and youth violence. The pastoral system is vigilant to this and aware of the possible social issues it presents. As a school we are aware of the government guidelines, and staff can refer to the following link for advice on preventing and dealing with gang violence:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
Where we are concerned that a student is at risk of exploitation we work with local partner agencies to risk assess the student and provide support to reduce the risk.

7.4 Child Sexual Exploitation

The school works closely with CYPSC the Police and parents to identify and reduce the risk to young people vulnerable to CSE and put in mechanisms of support to decrease the risk of sexual exploitation. The school follows the Pan Dorset guidance by using the CSE risk assessment matrix to identify students at risk. Pastoral staff have received training on using CSE matrix. It also liaises closely with the Police to highlight risky behaviour of individuals and groups by using the CSE information sharing report which is sent directly to police intelligence. Close liaison and intelligence sharing will be maintained with the local authority around students discussed at the Pan Dorset CSE intelligence meeting where students at high risk are discussed and appropriate support is put in place. Relevant staff are informed of students who are victims of CSE and support is put in place for students as per guidance from Pan Dorset. Staff are regularly updated with signs and symptoms of CSE and students are informed how to keep themselves safe through PSHE, outside speakers and the pastoral system. Awareness is raised with parents and advice is provided through regular communication with pastoral staff.

7.5 Children Missing Education

Registers are taken promptly by staff and monitored by the attendance officer and Progress leader in the first instance.

Children missing in education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

After reasonable attempts have been made to contact the family, the school will follow the Pan Dorset procedure and refer to the Local Authority.

7.6 Domestic Violence

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the Head of Year or Progress Leader. Where a multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

7.7 Drugs

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action when appropriate. Specifically when there is evidence or reasonable cause to believe:

- the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- that the student's drug-related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults
- the misuse is suspected of being prompted by serious parent/ carer drug misuse.
- In general we would look to discuss issues with the parents and look to make a referral to YADAS with the students agreement.

Parents

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection).
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse.
- children are not being provided with acceptable or consistent levels of social and health care.
- children are exposed to criminal behaviour.

- children have a particular health or welfare need that may not be fully met as a result of substance misuse by parents/carers.

After discussion with outside agencies, parents and the student a referral to EDAS may be made.

7.8 E-safety

The aim of Poole High School's E-Safety policy is to ensure that the school has an overarching policy, which promotes the benefits of e-learning, but also highlights the school's commitment to promoting and safeguarding the welfare of all pupils.

Poole High School will ensure that the following elements are in place as part of its safeguarding responsibilities to pupils:
- a list of authorised persons who have various responsibilities for E-safety
- a range of policies including acceptable use policies that are frequently reviewed and updated
- information to parents that highlights safe practice for children and young people when using the internet and other digital technologies
- adequate training for staff and volunteers
- adequate supervision of pupils when using the internet and digital technologies
- education that is aimed at ensuring safe use of internet and digital technologies
- a reporting procedure for abuse and misuse, located on Calcium

7.9 Fabricated and Induced Illness

The school will review the attendance of every student on a regular basis (usually weekly). Where attendance is of concern (below 92%) we will ask parents to provide medical evidence of illness. We will work closely with students, parents and outside agencies to try to raise the attendance rate of the student. Where a pattern of poor attendance arises, we will liaise with medical services to ensure that the illnesses are genuine and do not suggest a safeguarding concern.

Staff are asked to be vigilant of any conversations between students, which indicate that absences might not be genuine. These should be reported to the Pastoral Office at the earliest opportunity.

7.10 Female Genital Mutilation

FGM is illegal. The school has a responsibility to:
- Ensure any known cases of FGM are reported directly to the police
- Ensure that students' awareness of forced marriage and FGM is raised through the academic and PSHCE curriculum
- Ensure that staff are aware of warning signs and know what to look for and who to report to
- Ensure that staff are aware that FGM usually happens at a younger than secondary school age, but they should still report it if they hear/believe that a girl has experienced it in the past

- Ensure that students know who to speak to if they are experiencing this or believe that they are at risk
- Ensure that staff are aware of the risk factors
- Ensure that staff understand that the safety and welfare of the child is paramount and professionals should not be deterred from protecting vulnerable children by fears of being branded 'racist' or 'discriminatory'
- Ensure that the school shares information with social care or the police if staff are worried about someone who is at risk of FGM or forced marriage. It is then their responsibility to investigate and protect any young people involved

7.11 Honour-based violence

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

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

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

7.12 Peer-on-peer abuse, including sexting

The school recognises that student's behaviour can be deemed as abusive towards their peers and that peer on peer abuse can occur. Abuse can be considered abusive if there is a large imbalance of power between young people, the perpetrator has tried to repeatedly harm one or more than one child or there are concerns around the alleged perpetrator's intentions.

Incidents in school are managed with the DSL and we regularly use risk assessments in these cases.

If an allegation is made that inappropriate images have been sent, staff should NOT examine mobile phones, cameras, computers or any other devices in order to ascertain whether such images have been stored on them. This matter should be referred directly to the following designated staff:

| Images of male pupils | Mr A Bousfield and Mr S Bury |
| Images of female pupils | Mrs S Orchard and Ms J Bethell |

Images involving both female and male students will be viewed jointly by a male and female member of staff.

These staff will then be responsible for referring any concerns onto agencies such as the Police, the MASH and SSCT.

7.13 The Prevent Duty

A radicalisation process includes exposure of an individual to extremist viewpoints that may eventually influence the person to carry out an act of violent extremism or terrorism. This could take weeks, months or even years.

The school will respond to The Prevent duty by ensuring there is a Prevent lead, constantly assessing the risk of students' potential to be radicalised, monitor and filter access to websites and online information that could be extremist and ensure staff are trained through updates, WRAP courses and online support. Any students who cause concerns may be referred to the MASH, police or Channel programme. 'Channel' is a multi-agency approach to safeguarding those at risk of radicalisation. It has 3 tiers (tier 1- high priority areas, tier 2- lower risk, Tier 3- lowest). Bournemouth is a Tier 2 priority area, as such it is important for all staff to be aware of the risk factors, reporting concerns to the Safeguarding Lead.

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

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

British Values are democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum

Poole High School is committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe and respectful environment. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

7.14 Private Fostering

The school is aware of the responsibilities to pass on any possible private fostering arrangement for Local Authority investigation. Families may only allow children to live with close relative such as grandparents and uncles/aunts. The school will always seek clarification of the relationships if children are not with parents. The school will also be vigilant with any long term exchange

students around the need for vetting and barring checks for all over 18 year olds in households. The Local Authority will be consulted in this event.