



**Rayner Stephens**  
HIGH SCHOOL

# **CHILD PROTECTION AND SAFEGUARDING POLICY**

<b>Author:</b>	<b>M. Davies</b>
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## 1. Contacts

**Designated Safeguarding Lead:** Tracey Marshall (Deputy Head)

Tel: 0161 338 2374 Email: [t.marshall@rshs.aspireplus.org.uk](mailto:t.marshall@rshs.aspireplus.org.uk)

**Deputy DSL:** Charlotte Gaskell (Head of Family Liaison and Deputy in Safeguarding)

Tel: 0161 338 2374 Email: [c.gaskell@rshs.aspireplus.org.uk](mailto:c.gaskell@rshs.aspireplus.org.uk)

**Head of School / Deputy DSL:** Martin Davies

Tel: 0161 338 2374 Email: [m.davies@rshs.aspireplus.org.uk](mailto:m.davies@rshs.aspireplus.org.uk)

**Local Authority Designated Officer:** Tania Brown

Tel: 0161 342 4398 Email: [tania.brown@tameside.gov.uk](mailto:tania.brown@tameside.gov.uk)

**LADO Referrals:** [ladoreferrals@tameside.gov.uk](mailto:ladoreferrals@tameside.gov.uk)

Online referral form:

<https://www.tamesidesafeguardingchildren.org.uk/professionals/managementofallegations>

### **Multi Agency Safeguarding Hub- MASH**

Monday to Wednesday: 8.30am - 5pm

Thurs: 8.30am - 4.30pm

Fri: 8.30am - 4pm

**Telephone Contact Number - 0161 342 4101**

Monday to Friday outside of normal hours weekends and public holidays

**Telephone Contact Number - 0161 342 2222**

### **Other useful contact numbers**

NSPCC Child Protection helpline – 08008005000 (a free 24 hour service)

Childline – 0800 1111 (a free 24 hour helpline for children)

## 2. Introduction

This Policy applies to all adults, including volunteers, working in or on behalf of the School.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2018. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm."

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our learners' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of learners and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Rayner Stephens High School, we are a community and all those directly connected i.e., staff members, trustees, parents, families and pupils, have an essential role to play in making it safe and secure, this includes continuing with our safeguarding procedures in the event of our children being unable to attend school due to COVID19.

### 2.1 Purpose

Rayner Stephens High School recognises its legal duty to work with other agencies in protecting learners from harm and responding to child abuse. The policy sits within the Children's Needs Framework which aims to shift the focus from dealing with the difficulties in children's lives to prevent things from going wrong in the first place.

This policy has been reviewed and updated to reflect guidance, policies and procedures in place in respect of COVID19.

### 2.2 Our Ethos

We believe that at Rayner Stephens High School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise the importance of providing an environment within our setting that will help

children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our school including permanent and temporary staff, volunteers and trustees, have a full and active part to play in protecting our pupils from harm. We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### 2.3 Organisational Scope

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

- a) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- b) Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- c) Ensuring that staff are aware of the procedures for identifying and reporting cases, or suspected cases, of abuse. These procedures are contained in the Staff Handbook for all staff working within Rayner Stephens High School.
- d) Ensuring staff are able to recognise and report any issues that might be a cause for concern within the CIN framework to ensure early identification and the prevention of escalation of concerns.
- e) Supporting students who have been abused in accordance with his/her agreed protection plan; and establishing a safe environment in which children can learn and develop.
- f) To work in partnership with other agencies to safeguard children.
- g) Ensure appropriate safeguarding measures are in place to respond to changes that may occur due to COVID19.

### 2.4 Legislative Compliance

The purpose of this policy is to ensure that school fully meets statutory requirements for making arrangements for safeguarding and promoting the welfare of children in line with 'Working Together to Safeguard Children (2018) Keeping Children Safe in Education Statutory Guidance September (2021) and The Children Act (2004) It is the responsibility of the Trustees/Local Governing Advisory Board and Headteacher of a school to ensure the school has relevant and up to date policies and procedures in place to safeguard and protect the children in their care, their staff and any visitors to their premises.

#### **Legislation:**

Children Act 1989

Children Act 2004

Education Act 2002

Education (Health Standards) (England) Regulations 2003  
Safeguarding Vulnerable Groups Act 2006  
School Staffing (England) Regulations 2009, as amended  
Equality Act 2010  
Protection of Freedoms Act 2012  
The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)  
The Children and Families Act 2014  
The Sexual Offences Act 2003

### **Statutory Guidance**

HM Gov (2018) Working Together to Safeguard Children  
DfE (2021) Keeping Children Safe in Education  
DfE (2015) What to do if you are worried about a child being abused DfE (2015)  
(2015) Information sharing advice for safeguarding practitioners DfE (2015)  
Disqualification under the Childcare Act 2006  
DfE (2015) "The Prevent duty": Departmental advice for schools and  
childcare providers  
DfE (2018) Sexual violence and sexual harassment between children in  
schools and colleges Home Office (2018) Criminal Exploitation of children and  
vulnerable adults: County Lines guidance  
HM Government (2018) Advice for practitioners providing safeguarding  
services to children, young people, parents and carers  
GOV.UK Safeguarding and remote education during coronavirus (COVID-19)  
GOV.UK (2020) Sharing nudes and semi-nudes; advice for education settings  
working with children and young people.

### **Local Guidance**

Tameside Levels of Need Threshold Guidance 2019  
Signs of Safety  
Early Help Assessment Neglect- Graded Care Profile  
Tameside Guidance for schools in Tameside for Dealing with knife crime and  
weapons found on school premises (2020)

### **The wider safeguarding agenda**

This policy works in partnership with:

- Medicines in School policy
- Anti-bullying policy
- E-Safety policy
- Attendance and Punctuality policy
- Behaviour for Learning policy
- Restrictive Physical Intervention policy
- Allegations of Abuse Against Staff policy
- Mental Health and Wellbeing policy

### 2.5 Definitions

For the purpose of this Policy, Rayner Stephens High School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the 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.

### 3. COVID-19

Keeping Children Safe in Education (KCSIE) remained in force throughout the response to coronavirus (COVID-19).

The DfE has issued non-statutory interim guidance on [Schools Covid-19 Operational Guidance](#). This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

### 4. Roles and Responsibilities

#### Designated Safeguarding Lead. (DSL)

The lead person with overall responsibility for child protection and safeguarding is the DSL Tracey Marshall, Deputy Headteacher. The school's Deputy Safeguarding Leads are Charlotte Gaskell and Martin Davies. The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to the Police if a crime may have been committed.
- Liaise with the safeguarding team about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.



- Refer cases to the Channel programme where there is a radicalisation concern as required.

The DSL and DDSL will always be available to respond to any immediate concerns. This includes ensuring all our learners and their families are signposted to relevant services.

### **Head of School**

The Head of School, Martin Davies will ensure that the policies and procedures adopted by the trustees/Local Governing Advisory Board are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

### **All Staff**

All staff members, Trustees, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if concerned about a child.

## **5. Confidentiality, Consent and Information sharing**

We recognise that all matters relating to child protection are confidential.

- The Headteacher & DSL will disclose any information about a pupil to other members of staff on a need-to-know basis and in the best interests of the child.
- All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.
- All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. Parental consent in line with GDPR will normally be sought before sharing information and/or making a referral to Children's Services/MASH unless there is reason to suspect that doing so might place the student or a member of staff at further risk. (HM Government 2018, Advice for practitioners providing safeguarding services to children, young people, parents and carers)

### 5.1 Record Keeping

- Accurate written records will be kept via CPOMS an online safeguarding system for storing information, information will be recorded in relation to contact/discussions/meetings made with students, parents, staff or outside agencies. It is the responsibility of staff members to log safeguarding concerns as outlined in their training delivered annually.
- We will ensure an individual file is created as necessary for children where there are Safeguarding concerns.
- Maintain a chronology of significant incidents for each child with safeguarding concerns. Ensure such records are kept confidential and securely and separate from the child's educational record.
- Information will be shared with other agencies as appropriate.
- Child protection records are not open to learners or parents. Child protection records are securely kept by the Designated Safeguarding Lead separately from educational records, and can only be accessed by the Designated Persons and the Head of School. What may appear to be a less serious matter should also be recorded as a 'cause for concern' and logged on CPOMS as referrals may subsequently show a pattern of concerns or form part of the history of any subsequent CP case.
- When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

### 5.2 Inter-Agency working and information sharing

The DSL will:

- Cooperate with Children's' Social Care for enquiries under Section 47 of the Children Act 1989. Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other safeguarding meetings as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments. As a school we will work in partnership with local agencies and seek services provided by the local Safeguarding Children's Board to safeguard, support and refer our students to other services where appropriate.

### 6. Training

The DSL will :

Undertake appropriate training, updated every two years, and update knowledge and skills at least annually in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- Be aware of responsibilities under the Prevent Duty.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.
- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years), and provide updates at least annually.
- Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff Induction and training.

#### 6.1 Awareness Raising

The DSL will:

- Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.
- Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school staff in any investigations that ensue.
- Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

### **6.2 Enforcement**

All staff will adopt an open and accepting attitude towards learners as part of their responsibility for pastoral care. Any employee found to have violated this procedure will be subject to the schools' disciplinary procedures.

### **6.3 Policy Content and Guidelines**

The Designated Safeguarding Lead is the focal point for school staff that have concerns about an individual learner's safety and the first point of contact for external agencies that are pursuing child protection investigations. The Designated Safeguarding Lead also co-ordinates the School's representation at CP conferences and Core Group meetings and the submission of written reports for conferences and other relevant safeguarding meetings.

When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to Tameside Children's Services as a safeguarding issue.

In the case of allegations against staff, the LADO should be informed, they will first discuss the allegation with the Headteacher before agreeing what follow-up actions are necessary. The LADO should also be informed of any allegations against staff that are made directly to the police or to Tameside Children's Services.

In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.

All parents of students on roll at this school are informed of our safeguarding responsibilities and the existence of this policy.

### **6.4 Partnership with Parents/Carers**

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

Rayner Stephens shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. Any referral made to Children's Services is shared with parents/carers beforehand unless it is inappropriate to do so.

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

**Parents/carers will not be consulted before a referral to Social Care if a child discloses any of the following information;**

- Where sexual abuse or sexual exploitation is suspected.
- Where organised or multiple abuse is suspected.
- Where fabricated or induced illness is suspected.
- Where planned or actual female genital mutilation is suspected.
- Where contacting parents/carers would place a child, the parent or others at immediate risk.
- Where there are concerns over possible forced marriage – at home or abroad.

Staff **MUST NOT** discuss their concerns on any of the above matters with parents /carers.

Staff **MUST** report this directly to the Designated Safeguarding Lead (DSL) at the Academy.

The school recognises it is an agent of referral and not of investigation.

### **6.5 The views of our students**

In our school the views of our young people are very important to us.

We make sure that our students know that our staff are always prepared to listen to them. They are made aware that they can report any concerns verbally and/or through the following:

- Form Tutor
- Subject Teacher / Teaching Assistant
- Head of Year
- Designated Safeguarding Lead and Deputy
- Inclusion Team
- Student Voice
- In writing / via e-mail

### 7. Supporting Students at risk

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. We also recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

Rayner Stephens may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at the school their behaviour may still be challenging and defiant or they may be withdrawn.

Rayner Stephens will endeavour to support students through:

- A curriculum to encourage self-esteem and self-motivation.
- Academy ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- Implementation of the Academy's behaviour management policies.
- Consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but they are valued.
- Regular liaison with other professionals and agencies which support the students and their families.
- A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioural difficulties and Special Educational Needs or Disabilities (SEND) are most vulnerable to abuse. Staff who work in any capacity with children with SEND, profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and be in need of support or protection.

We are committed to anti-discriminatory practice and recognise our children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health

The Designated Safeguarding Lead (DSL) and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes.

### **7.1 Supporting Students with Medical Conditions**

Any member of school staff may be asked to provide support to students with medical conditions, including the administering of medicines, although they cannot be required to do so. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of students with medical conditions that they teach. School staff will receive sufficient and suitable training and achieve the necessary level of competency to ensure that they are able to support children with medical conditions. Any member of school staff should know what to do and respond accordingly when they become aware that a student with a medical condition needs help.

### **7.2 Looked-after children (LAC) and previously looked-after children (PLAC)**

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

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

### **7.3 Safeguarding: Attendance and Exclusions**

Knowing where students are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and in older children may raise concerns around Child Sexual Exploitation. Rayner Stephens identifies students who may be at risk and has clear policies and procedures for dealing with students who are absent, vulnerable, and/or go 'missing from education'. Attendance is monitored daily and students who are missing from school without permission for 5 days are reported to the Local Authority. Students who have irregular attendance are also reported to the Local Authority Education Welfare team and their attendance is closely monitored.

Students who are deleted from the school register are reported to the Local Authority prior to their removal.

The Designated Safeguarding Lead is informed when a fixed term or permanent exclusion is considered, and any safeguarding concerns are taken into account. In the case of a permanent exclusion, a multi-agency assessment is often initiated to ensure that key agencies are involved.

### 7.4 Early Help

All staff are made aware that;

**“Any** child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- and/or as returned home to their family from care



## 8. What to do if a child discloses abuse

### Always follow the 4 R's:

#### 1. Receive

**LISTEN** to the student. If you are shocked at what the student says to you try not to show it. Take what the student says to you seriously, children and young people rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. If they meet with revulsion or disbelief, children and young people may retract what they have said.

**ACCEPT** what the student says. Be careful not to burden the young person with guilt by asking, "Why didn't you tell me before?"

#### 2. Reassure

**STAY CALM.** Reassure the young person that they have done the right thing in talking to you. Be honest with the student. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".

**DO NOT** promise confidentiality.

**TRY** to alleviate any feelings of guilt that the student displays, e.g. "You are not alone, you are not the only one this sort of thing has happened to".

**ACKNOWLEDGE** how hard it must have been for the young person to tell you what has happened.

#### 3. React

**REACT** to the student only as far as is necessary for you to establish whether or not you need to refer to matter.

**DO NOT** interrogate the child or make investigations with third parties to establish any of the facts.

**AVOID** asking leading questions, for example "Did he touch you?"

**BE** careful about what you ask the child; you may taint any evidence being put before a court.

**USE** open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"

**DO NOT** criticise the perpetrator. The student may love him/her and reconciliation may be possible.

**DO NOT** ask the child to repeat what has been said to another member of staff.

**EXPLAIN** what you have to do next and to whom you have to talk to.

**INFORM** the Designated Safeguarding Lead

#### 4. Record

**AS SOON** as is reasonably possible make notes on what has happened.

**DO NOT** destroy these notes, they should be retained in a safe place. The court in any legal process may require them.

**RECORD** Place, date, time and details of the child/young person involved. Record any noticeable non-verbal behaviour of the student. If the young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words. Record this incident on CPOMS as soon as possible.

**DRAW** a diagram (using 'body map') to indicate positioning, size and location of any injuries you have identified

**BE OBJECTIVE** in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT. A fact is any event that can be perceived by one of the five senses.

#### **SUPPORT**

Certain disclosures can be very emotive. Please seek support from the Designated Safeguarding Lead.

**All above should be done using CPOMS if you have access and Appendices 2 and 3 for those without access**

### 8.1 Raising Concerns

If any concerns are raised to a member of the school community, the following steps must be followed without exception –

Share your concerns, at the earliest opportunity with the school's Designated Safeguarding Lead using CPOMS our online safeguarding system or for some staff a 'cause for concern' (found in the staff room, Head of Family Liaison and Deputy in Safeguarding office). Staff who are logging a concern on CPOMS must additionally fill in a cause for concern form and it must be physically handed to the deputy safeguarding lead (or other named staff in their absence) This is an important step in the procedure as it highlights to the safeguarding team a concern has been logged on CPOMS and gives the safeguarding team an opportunity to ask the staff member for any additional information that may be required.

If however, the disclosure is of a serious nature where a child is deemed at risk/is unsafe you must alert the Designated Safeguarding Lead immediately. In their absence another named Deputy DSL must be informed. All concerns must be reported the same day and passed to the safeguarding team prior to the students leaving school (where possible)

All staff have been told how they MUST share their concerns and are directed to follow the safeguarding policies and procedures. Non staff who have concerns can ask to speak to the DSL. **ANYONE** can submit a referral to the MASH team and this can be done via the Tameside Safeguarding Children's Partnership website or by contacting the MASH on 0161 342 4101

#### **NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.**

Social Care and the Police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

At our Academy it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our Academy.

### 9.0 Safer Workforce and Managing Allegations against Staff and Volunteers

All staff will be subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2020*. We will ensure that agencies and third parties supplying staff provide us evidence that they

have made the appropriate level of safeguarding checks on individuals working in our educational establishment.

We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder. We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, September 2021*. In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance. Any allegation made against a staff member will be dealt with by the Head of School. In the case of allegations made against the Headteacher the case manager will be the Executive Principal and/or the CEO of Stamford Park Trust.

At our school we are committed to the safer recruitment practices outlined in **'Keeping Children Safe in Education – Statutory guidance for schools and colleges'** 2021.

Our staff and Governing body acts reasonably in making decisions about the suitability of any prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in our school. For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will carry out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children.
- engage in intimate or personal care or overnight activity, even if this happens only once. An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of:
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website

- if the person has lived or worked outside the UK we will make any further checks the school considers appropriate;
- verify professional qualifications, as appropriate.
- verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity
- obtain a separate barred list check (what was list 99) if an individual will start work in regulated activity before the DBS certificate is available
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role

### 9.1 Employment History and References

Rayner Stephens High School will always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

Any information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for the post (including information obtained from the Employer Access Online checks referred to previously).

In addition, we will:

1. Ensure that all our adverts include a statement which explains our commitment to safeguarding children
2. Display our commitment to safeguarding both visually in school and on our website
3. Ensure that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discard any applications that are made by any applicant who submit a CV instead of the required application form
5. Ask specific questions during the interview that relate to safeguarding children.

6. Discuss any self-declared information with the candidate in a non-prejudicial way during the interview
7. Reserve the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
8. Reserve the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose
9. Ensure a member staff trained in safer recruitment will be part of the short listing and interview process.

The following staff have had recent training in safer recruitment practice:

- Martin Davies Head of School RSHS
- Thirza Partovnia Operations Manager RSHS
- Tracey Marshall Deputy Headteacher for Inclusion
- Vicki Cooke Deputy Head Teacher Teaching and Learning
- Jaswir Gill Assistant Head SENDCo
- Lorraine Ogden Assistant Headteacher
- Mark Storie ASV Manager

### **9.2 Single Central Record**

Rayner Stephens High School keeps a single central record. The single central record covers the following people:

All staff (including supply staff) who work at the school all others who work in regular contact with children in the school, including volunteers. Rayner Stephens High School does not necessarily hold DBS certificates in order to fulfil the duty of maintaining the single central record. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications are kept for the personnel file.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether

any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, schools should record this on the single central record.

**We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.**

### 9.3 Agency and Third-party Staff

Rayner Stephens High School must obtain written notification from any agency, or third-party organisation we use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by the school, on an individual who will be working at the school, that the school would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including and barred list information) must be obtained.

### 9.4 Trainee / Student Teachers

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including and barred list information) must be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

### **9.5 Volunteers**

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis we will obtain an enhanced DBS certificate with barred list check.

### **9.6 School Governors**

School Governors, who are volunteers, will be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check will only be requested if the governor will be engaged in regulated activity.

Our Governing Body oversees the Head of Schools' sound maintenance of all safeguarding procedures in line with this policy. The Head of School has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body does not discuss any individual cases and never requests to see individual student records.

### **9.7 Contractors**

Rayner Stephens High School has arrangements in place with contractors to make sure that the contractor, or any employee of the contractor, working at the school has been subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly).

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children.

We will always check the identity of contractors and their staff on arrival at the school.

### **9.8 Managing allegations against members of staff**

All the staff in our Academy are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or Governor to the Head of School. If the concerns are about the Head of School, they are aware that they report the matter to the Chair of Governors.

When an allegation has been made against a member of staff the Head of School will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a young person
- Committed a criminal offence against or related to a young person
- Behaved in a way that indicates that he/she is unsuitable to work with young people

If the allegation was made against the Head of School, the Chair of Governors should contact the Local Area Designated Officer (LADO) immediately to ask for advice about how to proceed.

### **10. Off Site Learning and Alternative Provision**

Some students at Rayner Stephens High School will be offered opportunities for work-based learning. These opportunities will be made available through:

- Day Release College programmes
- Alternative Curriculum Provision
- Extended Work Experience Placements

We contract local Colleges, training providers and support agencies to place students on work experience and alternative learning programmes. In the Colleges their recruitment, selection and pre-employment vetting is regulated in accordance with Part 3 of the document '**Keeping Children Safe in Education**' – '**Statutory Guidance for Schools and Colleges September 2021**

When students are placed on work experience placements, we will ensure that policies and procedures are in place to protect children from harm.

In School there is a centrally held register of all off site learners, this is held with the Attendance Officer. It is the responsibility of the school to check student attendance, see Attendance Policy.

If we have any safeguarding concerns regarding a student that is an off-site learner, the health and safety risk will be assessed by the Safeguarding Lead. If it is deemed that the provider needs further information, it is the responsibility of the Safeguarding Lead to inform the Safeguarding lead within the contracted establishment so as they can manage the risk.

### **11. Staff Induction, Training and Development**

As a school we are best placed to determine what training needs are required to best support staff in order to protect children from the risk of radicalisation. Statutory guidance discusses the importance of Prevent



awareness training in order to equip staff to identify children who are at risk of being drawn into terrorism and to help staff to challenge extremist ideas. Currently both the DSL and Deputy in Safeguarding are trained in Prevent awareness in order to be able to best support and advise other members of staff and a whole school session on Extremism and Radicalisation has been delivered. As a school we aim to continue providing this training to future staff. Prevent training has been annually delivered to all staff.

All new members of staff including newly qualified Teachers and Teaching Assistants, will be given an Induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, ***Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One and Annex A Further Information September 2021***, and other related policies such as those in relation to COVID19 We will ensure that staff understands the difference between safeguarding and child protection.

The DSL will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly and at least annually to keep up with developments relevant to the role.

All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole educational establishment training) which is regularly updated. The DSL will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

The educational establishment and DSL will maintain accurate records of staff induction and training.

### **12. Whistle Blowing and Complaints.**

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. We will ensure that all staff members are 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. If necessary, they will speak with the Headteacher, the Trustees or Local Governing Advisory Board or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can contact the NSPCC.

The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

### **13. IT Policies and Site Security**

At Rayner Stephens High School promoting safe internet use both at home and school is vitally important. At Rayner Stephens High School to ensure that children are kept safe from terrorist and extremist material, filtering is in place to block unsuitable websites.

Weekly our ICT technician produces a report of suspicious internet searches, and these are reported as a concern to the Designated Safeguarding Lead.

As explained above at Rayner Stephens High School we are dedicated to providing a safe environment to debate controversial issues and support our students to help them understand they can influence and participate in decision making. Our PSHE lessons are an important aspect of promoting spiritual, moral, social and cultural development of our students and within these lessons' fundamental British values. PSHE lessons can be used to get students to think about and explore difficult, sensitive and controversial issues and will give them knowledge on how they can manage difficult situations.

The lessons also teach our students to manage risks to themselves and others, recognise and deal with pressure that compromises their own personal safety and wellbeing. COVID19 has meant that more online learning has taken place than ever before- resources have been sent to families on how to keep their children safe online and regular internet safety work to be delivered to learners and their families.

#### **13.1 Safeguarding and Social Media use by School Staff**

There are legitimate activities when employees can use social media on the internet as part of their work, however they must do so appropriately, in line with these guidelines and the school values. These guidelines are to protect you and the reputation of the school. They are not meant to restrict your work

or personal use of what is an important method of communication and engagement.

The Academy Trust and Governing Body respects an employee's right to a private life. However, they must also ensure that confidentiality and the reputation of the school are protected. Even if your social media activities take place outside of work, what you say can have an influence on your ability to conduct your job responsibilities, your work colleagues' abilities to do their jobs, the business and reputation of the school.

Your personal activities must not undermine the school's reputation, your professional reputation, or create perceptions of impropriety in the school, or bring the school in to disrepute.

Furthermore, personal communication with pupils outside of the normal school day is not deemed appropriate, please see guideline below. Personal communication with learners and parents must only take place using your official email address and all communication should remain professional at all times.

### **Guidelines:**

Don't allow current students to be listed as friends on your social networking sites. This is to safeguard everyone involved as it can be left open to allegations.

Be mindful of accepting ex-students or parents as friends on social networking sites, as a school we advise that this should not be until the person turns 21. Remember they may have friends or family still in school who may gain access to your social networking sites.

You might also allow them access to colleagues' profiles. We strongly recommend that where possible you avoid befriending them.

Be careful when writing comments on social media profiles that could potentially bring your school's reputation into disrepute.

Speak to the Head teacher & DSL if you are concerned by something you see on social media or if a parent or learner tries to make contact/add you on social media.

### **13.2 Site Security**

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our educational

establishment. Visitors are expected to sign in and out in the office visitors' log and to display a visitors' badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The educational establishment will not accept the behaviour of any individual, parent or anyone else that threatens educational establishment security or leads others i.e., a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site.

### **14. Quality Assurance**

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

The school senior management and the Local Governing Advisory Board and Trustees will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements. Half termly quality assurance meetings take place to ensure Safeguarding procedures are actively monitored and reviewed.

#### **14.1 Policy Review**

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

#### **14.2 Definitions within the policy**

##### **Designated Safeguarding Lead (DSL)**

A named member of the Senior Leadership Team who coordinates all matters relating to child protection and its links to Safeguarding.

##### **Child Protection Plan (CPP) –**

When a child protection case conference decides a child or young person is at risk of abuse they are known as a 'child subject to a child protection plan'. This is to remind us that it is what we all do, as set out in the plan that keeps children safe.

##### **Child in Need (CIN) –**

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development

will be significantly impaired, without the provision of services (section 17 of the Children Act 1989).

### **Common Assessment Framework (CAF) –**

This is a standardised approach/format of documents used by practitioners to assess children's additional needs and decide how these should be met.

**Abuse-** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Children-** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

**Child protection-** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**Early help-** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

**Harm-** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

**Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2018\)](#) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and 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.

### **Significant Harm**

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or

behavioural development: 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

**Vulnerable children:** Vulnerable children include those who have a social worker and have Education, Health and Care Plans, those who are deemed so upon review by the school

### 15. Categories of Abuse

**A) Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction, seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**B) Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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.

**C) Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

**D) Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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

### **16. Children with Specific Educational Needs and Disabilities (SEND)**

Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

### **17. Staff Code of Conduct in relation to Safeguarding**

- Staff will take immediate action and speak with the DSL where there is a safeguarding concern about a child.

- Staff will attend planned training
- Staff will read the school's personalised Safeguarding Policy and KCSIE (2020) Part 1
- Under the Data Protection Act 2018 staff will treat safeguarding information about children and families as strictly confidential only discussing with the DSL their concerns
- Staff should consider disclosing personal relationships with children who attend RSHS and their families and any involvement with them on social media to the Head teacher or DSL this is to ensure transparency to protect all.
- Staff will never promise confidentiality to a child/ young person where there is a safeguarding concern
- Staff will respect their duty to protect children and young people from harm and to maintain professional boundaries

### **18. Mental Health Strategy**

RSHS launched a mental health strategy and vision in Sept 2019 in line with the Government's agenda for Mental Health in schools. The recent Green Paper has been written which aims to address such issues. The Government want to have a mental health lead in every school and college by 2025, Mental Health Support Teams working with schools and colleges and to improve understanding of mental health.

Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.

#### Mental health and why it is important in school?

We are not expecting our staff to become mental health experts. Though, schools are the ideal environment in which to promote and support the mental health of young people, ensuring they can reach their potential and take advantage of opportunities throughout their lives:

- Most children spend a significant amount of time in school and school staff are in a good position to piece together the jigsaw of what may be undermining a child's mental health.
- Parents also tend to approach schools first for advice when children experience mental health challenges.
- There is strong evidence that school programmes which promote social and emotional skills can improve mental health and academic attainment.
- Young people with good mental health are more positive, settled and can achieve better academically.
- Early help can also prevent unnecessary crisis and poor life chances.



Rayner Stephens are continuing to develop Mental Health awareness and a policy is being created to support staff and our students respond to emotional and mental health needs of our students.

### 19. Specific Safeguarding Issues

#### A) Radicalisation

From the 1st of July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism' This is known as the Prevent Duty and in line with departmental advice from the Department of Education Rayner Stephens High School will take guidance from this. Whilst it is not necessary for schools to have distinct policies on implementing The Prevent Duty it is important to show that as a school we have clear procedures in place for protecting children at risk of radicalisation and that general safeguarding principles still apply and will be followed as set out in the relevant statutory guidance, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

As part of our school's wider safeguarding duties it is essential that staff are able to identify children who may be vulnerable to radicalisation and that they know what to do when they are identified. The Prevent Duty is not intended to stop pupils debating controversial issues, at Rayner Stephens High School we will provide a safe place in which our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and as a school we can also build our pupil's resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views.

#### Definitions and Indicators-

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others

The Prevent Duty statutory guidance summarises the requirements on schools in terms of four general themes, **risk assessment, working in partnership, staff training and IT policies.**

### **Risk Assessment**

As a school we are expected to assess the risk of children being drawn into terrorism and provide support for those at risk of radicalisation, through training that Rayner Stephens High School staff will receive we will be able to identify risks within our local context whilst also being vigilant that terrorist organisations seek to radicalise children through the use of the internet and social media.

Staff at Rayner Stephens High School will be asked to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, staff will be expected to write a 'Cause For Concern' which will be passed to the Designated Safeguarding Lead as expected with any safeguarding concern.

In order to support a child who may be vulnerable to being drawn into terrorism it may be appropriate to make a referral to the Channel Programme which is a support service that provides support at an early stage to an individual who might be vulnerable to radicalisation, an individual's engagement with this programme is voluntary.

### **B) Children Missing from Education**

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

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

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

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

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

If a staff member suspects that a child is suffering from harm or neglect, the DSL must be informed and local child protection procedures will be followed. We will make an immediate referral to the local authority Children's Social Care team and the police, if the child is in immediate danger or at risk of harm.

### **C) Domestic Abuse**

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult “Domestic Violence and Abuse”  
<https://www.gov.uk/domestic-violence-and-abuse>

Operation Encompass - If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school, usually the designated safeguarding lead, before the child or children arrive at school the following day. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day.

Greater Manchester Police, Tameside social care and key nominated adults at Rayner Stephens will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. The DSL will provide support according to the child's needs and update records about their circumstances.

### **D) Child Sexual Exploitation**

‘Child sexual exploitation’ (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs

and groups. What marks out exploitation is an imbalance of power in the relationship.

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

### **Possible Indicators of CSE**

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

It is also important to note that many children and young people that are victims of CSE do not recognise that they are victims.

Where staff have concerns that a child is being exploited/at risk of exploitation a 'Cause for Concern' must be passed to the DSL. The DSL will make a referral to The Phoenix Team which is the police Child Sexual Exploitation Team in the Tameside area and The Multi agency Safeguarding Hub. This is regardless of whether the young person is willing to engage with services or not.

### **E) Female Genital Mutilation**

'Female Genital Mutilation' (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM'.

Professionals from all agencies must be alert to the possibility that a girl or woman may be at risk of FGM and staff within our school staff will receive further training so that they are aware of possible indicators that FGM is about to or has already taken place. Charlotte Gaskell our Parent Support Advisor

has attended an FGM conference and training and is able to offer advice and support to staff, our students and parents.

### **Specific Factors that may heighten a girl or woman's risk of being affected by FGM**

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.
- 

### **Indications that FGM may be about to take place soon**

It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.
- 

If a staff member is concerned about the risk of FGM or that FGM may have already taken place a 'Cause for Concern' must be passed to the DSL and a referral will be made to Tameside Children's Services.

### **F) Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure, or abuse is used. It is

recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g., shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further details can be found Annex A of Keeping Children Safe in Education September 2021

### **G) Fabricated or Induced Illness**

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. It is not within the scope of this document to offer guidance in these circumstances. Such concerns should **not** be dismissed. On the contrary, they are very real and have an impact on pupils' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FII. However, the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected FII, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

For further information & guidance see the Greater Manchester Safeguarding Procedures

[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_fab\\_ind\\_illn\\_ess.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illn_ess.html)

### H) Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

#### Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

### I) Sexual Violence and Sexual Harassment between Children

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

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



a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all **victims** are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

At Rayner Stephens Staff will be made aware of what sexual violence and harassment can look like and it will be treated as any other safeguarding issue is treated. Preventative measures and education around how we treat others is delivered through PSHE lessons.

### **J) Criminal Exploitation of children- County Lines What is county lines exploitation?**

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. The UK Government defines county lines as: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

#### **What is Child criminal exploitation?**

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved and is defined as: Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft.

### Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

### **K) Allegations of abuse made against other children – Peer on Peer abuse**

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under Rayner Stephens Behaviour Policy and Anti-bullying policy. Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment, including intending to cause harm by sending nudes or semi-nudes physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and initiating/hazing type violence and rituals.

In KCSIE 2019 this was updated to include 'upskirting' all staff must be aware of upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; Our behaviour policy outlines expectations of mobile phone usage within school.

### Safeguarding Allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

### Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sending nudes and/or semi- nudes

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the MASH or Early Help Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

### **L) Information on Sharing nudes and semi nudes-**

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online.

This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

Further guidance on the motivations for taking and sharing images and videos can be found. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to

incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

### **Responding to incidents of Sharing Nudes and Semi- Nudes**

Staff guidance-

**Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

**Do not** delete the imagery or ask the young person to delete it.

**Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

**Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

**Do not** say or do anything to blame or shame any young people involved.

**Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

### **When an incident involving nudes and semi-nudes comes to the attention of any member of staff in at Rayner Stephens the following steps will be taken**

- the incident should be referred to the DSL (or equivalent) as soon as possible following the school's safeguarding procedures
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

### **M) Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or 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. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### **N) Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. The response to a report of sexual violence or sexual harassment from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **O) Knife Crime and Weapons the Law**

It is illegal to:

- Be in possession of a knife / bladed article on school premises
- Be in possession of an offensive weapon without lawful authority or excuse in any public place
- Threaten with a blade or sharply pointed article on school premises

Reporting knife crime to the Police is the first step in developing effective prevention strategies. The crime recording data can be used for early identification of trends and crime patterns in schools and in the local community. By using this information Schools, Police and other Partner agencies can intervene before a problem becomes entrenched. This multiple strand approach is essential to tackling and reducing serious violent crime and knife crime in our communities and schools. Additionally, it also gives the police and partner agencies the opportunity to work with those identified in a more holistic approach.

## Appendix 1.

### CPOMS – Key Information for Staff

CPOMS is our internal programme to log any pastoral or safeguarding information. You should also use CPOMS to record bullying concerns and may also log conversations with parents on CPOMS if you feel that they are relevant to the Inclusion Team (for example parent lost job, benefits stopped, parents separated, grandparent ill).

### **CPOMS does not replace the process of reporting safeguarding concerns or disclosures**

Instructions for Recording an incident or concern on CPOMS (all staff)

#### **The process for using CPOMS is detailed below:**

1. Log in to CPOMS
2. Click reset password
3. Check emails and re-log in - change your password.
4. Click on 'add incident'
5. A list of students will appear – click on the correct student
6. Begin writing up the incident
7. Choose a category that best describes the nature of the incident you are recording:
  - Attendance issue
  - Bullying Incident
  - Child in Need
  - Child Protection
  - Cyber-bullying Incident
  - Early Help Assessment / Support
  - HBT (Homophobic, Biphobic, Transphobic) Incident
  - LAC
  - Medical Concern
  - Pastoral Concern (relates to students social and emotional wellbeing)
  - Racial Incident
  - Safeguarding Concern (worried about safety of a student, student is/may be at risk of harm, abuse, neglect)
  - SEND Incident
  - Sexual exploitation
  - Sexual Violence / Sexual Harassment Incident
8. If you are reporting an incident that concerns other children in school, please add them in the linked students bar. This may be siblings, friends or other children involved in an incident in school.
9. Members of the Core Safeguarding Team will automatically receive an alert - the Head of School, the Designated Safeguarding Lead, the Designated Deputy Safeguarding Lead, HOY, SENDCO.



10. Add incident (save)
11. If you have an action to add (you may have logged something in Class Charts, discussed with a colleague etc) you can then add this by clicking 'add action' below the incident you have added – this is shown on your dashboard. Again, key staff will be alerted.

You can check when your incident has been viewed and may notice that when it comes back to you, categories and agencies may well have been clicked. This information is on your 'Dashboard page'. You will also be able to see other people's incident reports on occasion.

Please remember that this information is both sensitive and confidential, please do not discuss anything with other staff members or leave the page open in view at school or public places. Any queries, please ask a member of the Safeguarding Team.

CPOMS is completely secure – you may use full names when making reports. You can also access CPOMS from any Internet connection.

Members of the Core Safeguarding Team can access student information in CPOMS. To be able to do this, the CPOMS app must be downloaded on your mobile device in order to access the secure pass code to the system

## Appendix 2

### Safeguarding Children: Note of Concern

Name of child:	Class/group	Date:
<p>Signed:</p> <p>(Please continue on the back if necessary)</p>		
<p>How did you become aware of the issue? Please circle</p> <p style="text-align: right;"><b>observation</b>      <b>disclosure</b></p>		
Reported to:	Date and time report completed:	
<p>Outcome: Please include the outcome of discussions with parents/carers where this is appropriate</p>		
<p>Further action; please circle below</p> <p>Continue to monitor      Early Help Process      refer to social care / police</p>		
Signed:	Date:	

## Appendix 3

### Body Map

Name of Student:

Date marks noticed:

Recorded by:

Role:

(Please record the size, shape, location and colour of the mark if you have seen something). **Do not** ask a young person to show you a mark.

Report passed to:

Signed:

Date:

**PLEASE NOTE THAT THIS IS NOT A MEDICAL ASSESSMENT**

**Please indicate: this is a front or back view**

**LEFT**

**RIGHT**





