

# WARMLEY PARK SCHOOL AND COLLEGE



## SAFEGUARDING POLICY

Updated September 2022

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Lisa Parker

Ellie Goodson

Shaun Payne

**GOVERNOR WITH RESPONSIBILITY FOR SAFEGUARDING**

Chris Gryspeerdt

**HEADTEACHER**

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**DEPUTY HEADTEACHER**

Ellie Goodson

**LEAD PROFESSIONAL FOR FAMILY SUPPORT, MULTI-AGENCY WORKING AND SAFEGUARDING**

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**SENCOS AND ATTENDANCE MONITORING LEADS**

Georgia Snary

**DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN/ POST LOOKED AFTER CHILDREN**

Georgia Snary

**MENTAL HEALTH AND WELLBEING LEAD**

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**BUSINESS MANAGER**

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**ADMINISTRATIVE OFFICER**

Jill Garland- for setting CPOMS accounts

**BACKGROUND LEGISLATION AND GUIDANCE**

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques;
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children;
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children;
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children;
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children;
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#);

## INTRODUCTION

This policy has been agreed to ensure that the welfare of children and young people is promoted, and that there is a clear, consistent, shared understanding of how to safeguard children and young people. Everyone has a responsibility for the proactive care of children and young people. Our vision is

Aspire, Believe, Enhance, Achieve

Safeguarding is defined as –

- **Protecting children from maltreatment;**
- **Preventing impairment of children's health or development;**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and**
- **Taking action to enable all children to have the best life chances.**

Warmley Park School and College is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need to feel listened to and acknowledged, however they communicate;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse;
- All staff and visitors should talk to a Designated Safeguarding Lead about any concerns that they may have;
- Issues relating to Safeguarding and keeping safe are explored within the curriculum.
- A nurture approach will enable pupils to develop positive relationships based on trust which build resilience and emotional regulation.

Warmley Park School and College's safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Warmley Park School and College keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in the curriculum, and through annual training understand how to respond to concerns. This includes seeking support from appropriate external agencies for children and young people and where relevant, their families.

Warmley Park School and College works with, and engages our families and communities to talk about such issues. Warmley Park School and College staff are supported by the Designated Safeguarding Lead to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. The Designated Safeguarding Lead will bring in experts and use specialist material to support the work we do where appropriate.

#### PROCESS

**If you have concerns or a child or young person makes a disclosure do not delay in reporting it immediately to the designated member of staff. You will be asked to record your concerns on CPOMS as well.**



**It is the responsibility of only the Police or Social Services to investigate.**



**The most appropriate course of action will be taken by the designated member of staff in reporting it to Social Services, and the Police, and seeking medical advice and treatment.**

At this point there may be a number of actions going on which are confidential and the person reporting the concerns may or may not be involved. If they are concerned that they feel nothing is happening they can ask. However, due to confidentiality, they may only be informed that further action is being taken which it is hoped will reassure them that their concerns have been taken seriously.

The process of dealing with safeguarding concerns includes counselling for the child or young person who has been affected. Counselling is also available for adults in managing their responses to safeguarding situations through the Wellness and Protect package. Staff can self refer and this is a confidential service provided free of charge for all members of staff.

## **DEALING WITH DISCLOSURES**

When a child tells me or indicates that something has happened, what must I remember?

- Stay calm.
- If appropriate, see medical advice from a First Aider but do not comment on what has been said or indicated to you by the pupil.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you or indicated to you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. It is the responsibility of each member of staff to record on their own CPOMS account.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Member of Staff for Safeguarding.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from the Designated Safeguarding Lead.

### **Record Keeping- Guidance on completing CPOMS**

It is important that CPOMS incidents are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Log on using your own details to CPOMS.
- Locate the page for the pupil to whom the concern relates.



- Use names not initials.
- Make sure the concern is written in detail, using the pupil's own words if they have told you verbally.
- Don't report what other people have told you, they must log in themselves to record an incident.
- Remember that your incident report could be used in court cases and inquests so they must be complete and accurate. Read them through before you send them to make sure that you have recorded all information and it is clear.
- Use the body map option to record if appropriate.
- Alert Lisa, Ellie, Shaun, and Marian to the concern by using the alert staff option.
- If the concern relates to a Looked After or Previously Looked After Pupil, or the attendance of any pupil, please also copy in Georgia Snary.
- Log out of CPOMS when you have recorded the incident.

### **RECORD KEEPING AND MONITORING**

Warmley Park School and College will keep up to date information relating to the wellbeing of children and young people. This information is kept securely on CPOMS. Where paper records have been shared with Warmley Park from a previous setting that the child or young person attended, this will be indicated on their CPOMS file. Likewise where pupils have records from before CPOMS was in use, this will be noted for reference. Historical paper copies of information are kept in a locked cupboard. In line with KCSIE 2022, records for pupils who have transferred from other settings will be requested within one week of them starting at Warmley Park. This task is performed by admin staff.

### **CONFIDENTIALITY AND INFORMATION SHARING**

All information relating to the wellbeing of pupils is managed sensitively and confidentially on a need to know basis. Adults must be clear with children and young people that they cannot keep a secret but will only tell those they need to such as the designated member of staff.

Parents/carers should be aware that Warmley Park School and College will take any reasonable steps to ensure the wellbeing of children and young people where there are concerns.

Parents and carers will be informed if concerns are raised about their child and the process of information sharing with other agencies will be explained unless it is considered that telling the parent/carer would put the child or young person at risk. First Point will be consulted by the designated member of staff where there are concerns.

If a pupil moves from Warmley Park School and College, Safeguarding records will be forwarded to the Designated Member of Staff at the new school with due regard to their confidential nature and in line with current government guidance on the transfer of such records. The date and person receiving the records will be saved for future reference. When a pupil joins Warmley Park School and College, their previous setting will be contacted to check for any safeguarding concerns.

## **NOTIFYING PARENTS**

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

**Other staff will only talk to parents about any such concerns following consultation with the DSL. This is appropriate where there is a concern such as a mark on the child.**

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

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

## **IF YOU HAVE CONCERNS ABOUT EXTREMISM**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. This will then be referred to Social Care. In the case of immediate danger contact the police if you:

- Think someone is in immediate danger;
- Think someone may be planning to travel to join an extremist group;
- See or hear something that may be terrorist-related.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

## **IF YOU HAVE CONCERNS ABOUT FEMALE GENITAL MUTILATION**

In addition to reporting safeguarding concerns to a Designated Safeguarding Lead, teachers have a mandatory duty to personally report known cases of female genital mutilation (FGM) on girls under 18 to the police. At Warmley Park we expect all staff regardless of their position to understand that they have a duty to report.

## **IF YOU HAVE A CONCERN ABOUT THE MENTAL HEALTH OF A CHILD**

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

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

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by discussing this with a DSL and recording it on CPOMS

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action and they will be able to support with this.

## **ROLES AND RESPONSIBILITIES**

At Warmley Park School and College there are four Designated Safeguarding Leads (DSL): the Lead Professional for Family Support, Multi-Agency Working and Safeguarding, the Headteacher, the Deputy Headteacher and the Head of College.

### **THE DESIGNATED SAFEGUARDING LEADS WILL:**

- Be the first person to whom staff should report concerns. (Where possible the initial approach should be made to the Lead Professional for Family Support, Multi-Agency Working and Safeguarding).
- Be responsible for referring cases of suspected concerns or allegations to South Gloucestershire Safeguarding via First Point.
- Ensure all staff are trained in safeguarding and understand how to report concerns.
- Be key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers, and governors to draw upon.
- Have undertaken relevant advanced Child Protection and Safeguarding training with a recognised provider (South Gloucestershire Council) which is renewed every 2 years or sooner should there be changes to procedures.
- Liaise with other agencies and build effective relationships with other agencies to safeguard children and young people.
- Be responsible for the management and secure storage of safeguarding records.
- Encourage a culture of openness where children and young people feel safe to talk about any issues, with the knowledge that they will be listened to.
- The Designated Safeguarding Leads receive supervision from Safeguarding Network which offers a robust and systematic approach to supporting safeguarding teams.

### **THE GOVERNING BODY WILL:**

- Ensure that the DESIGNATED SAFEGUARDING LEADS have the status and authority within the management structure to carry out the duties of the post - they must therefore be a senior member of staff in the school.
- Ensure that the Safeguarding Policy is regularly reviewed and is clear.
- Ensure there is a designated Governor with specific responsibility for safeguarding. This Governor should be appropriately trained, and monitor safeguarding procedures within school, reporting back to the Governing Body.
- Ensure that Safe Recruitment procedures are robustly adhered to with recruitment panels having at least one person who has undertaken training in Safe Recruitment. The lead member of staff for Safe Recruitment is the School Business Manager.
- Ensure that they comply with legislation.
- Ensure all Governors have an enhanced DBS as good practice.
- Be aware of the relationship with other agencies which promote safeguarding and, when appropriate, work with those agencies.
- Undertake a review and audit of safeguarding annually which involves feedback from pupils, parents, and staff. This will be challenged to make sure that procedures are robust.

**ALL ADULTS HAVING DIRECT OR INDIRECT CONTACT WITH CHILDREN AND YOUNG PEOPLE AT WARMLEY PARK SCHOOL AND COLLEGE IN ANY CAPACITY (STAFF, VOLUNTEERS, VISITORS, PROFESSIONALS FROM OTHER AGENCIES) WILL:**

- Know who the designated members of staff for safeguarding are.
- Be aware of their responsibility to report any concerns or disclosures.
- Know that it is not their responsibility to investigate any concerns.
- Understand that they cannot inform the child or young person that the information they are aware of will be kept secret and be able to explain the process of disclosing information.
- Be aware that **pupils who are LGBTQ+, or perceived to be, may be at greater risk of harm.**
- Promote British Values. Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.
- Be vigilant as multiple safeguarding issues will overlap with one another.
- Be aware of the risk factors that increase the likelihood of involvement in serious violence.
- Be aware of factors which may indicate a child may benefit from early help - to include children with: health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, county lines, and persistent absence from education (including absences for part of the day).
- Not use mobile phones in areas where pupils are present.
- Have read, understood, and agree to follow the Warmley Park School and College Safeguarding Policy.
- Have read and understood Keeping Children Safe in Education Part 1 2022.
- Have read, understood, and agree to follow the Warmley Park School and College Staff Code of Conduct.

**ALL ADULTS WORKING IN ANY CAPACITY WITH PUPILS AT WARMLEY PARK SCHOOL AND COLLEGE SHOULD**

- Be aware that **children might not be ready to or know how to tell someone about abuse** they've experienced, or might not recognise their experiences as harmful. Be **professionally curious** and share concerns is therefore considered as the correct approach.

**WITH SPECIFIC REFERENCE TO DOMESTIC ABUSE, ALL STAFF SHOULD**

- Be aware that children who witness domestic abuse are also victims, and it can have a lasting impact on them. They can be victims in their own relationships too (teenage relationship abuse).

### **WITH SPECIFIC REFERNECE TO CHILD ON CHILD ABUSE, ALL STAFF SHOULD**

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face).
- Be aware that children can abuse their peers online through:
  - Abusive, harassing, and misogynistic messages;
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups;
  - Sharing of abusive images and pornography, to those who don't want to receive such content;
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports.
- Recognise that child on child abuse may be taking place, even if not reported.
- Understand their role in preventing it and responding to it if they believe a child may be at risk.
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse.
- Understand that abuse can take place inside and outside of school or online.

### **SCHOOL ATTENDANCE:**

- Children and young people missing school can be a safeguarding issue. Attendance is monitored by the **Lead Professional for Family Support, Multi-Agency Working and Safeguarding and the Special Educational Needs Co-ordinator (SENCO)**. In accordance with the school's Attendance Policy, absences are challenged and recorded.
- The school, with the support from Education Welfare, addresses any unauthorised absence to safeguard children and young people.
- Holidays during term time must be authorised by the Headteacher. Where there are concerns about a pupil's attendance they will be investigated and may be followed up with the Education Welfare Officer.
- Attendance monitoring is an essential action in relation to Children Missing Education.

### **LOOKED AFTER AND POST LOOKED AFTER CHILDREN MONITORING**

KCSIE identifies that the most common reason for children becoming looked after is as a result of abuse/ and or neglect. This makes these children vulnerable. To support these children and young people, Warmley Park School and College has 2 Designated Teachers who have responsibility for promoting their educational achievement-

- **Designated Teacher for Looked After Children and Previously Looked After Children- Georgia Snary.**

## **SECTION 2**

### **DEFINITIONS AND INDICATORS:**

#### **ABUSE**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution 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.

#### **NEGLECT**

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

#### **PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Breast ironing;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **SEXUAL ABUSE**

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;

- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

## **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.
- Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as



neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of the Warmley Park site can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. This should be reported to the Headteacher. Our PSHE curriculum aims to give pupils the skills they need to develop their independence as they get older. Learning activities off site are always risk assessed prior to taking place and include safeguarding control measures with reference to unknown adults approaching pupils, using public toilets, and adults using mobile phones. At Warmley Park we have a password system for adults who are not known to the school when they are collecting pupils on behalf of parents or carers.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **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 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, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

**We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.**

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

#### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **CHILD CRIMINAL EXPLOITATION**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. CCE can include vehicle crime and threatening/committing serious violence. Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection. Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves

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

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be

forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff should be aware that girls are at risk of criminal exploitation too, even though their experience may be different

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

### **CHILD SEXUAL EXPLOITATION**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. Children and young people with learning difficulties may be at additional risk because of their difficulties in understanding circumstances.

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. It can include physical contact and non contact (specifically online and through social media).

The presence of any significant indicator for sexual exploitation should trigger a Sexual Exploitation Risk Assessment Form which will be completed by the DSL with the person raising the concern. The significant indicators are:

- having older boyfriends or girlfriends;
- experiencing sexually transmitted infections, displaying sexual behaviours beyond expected sexual development, or become pregnant.
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

These indicators are not exclusive and should be taken into consideration along with other evidence. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Research conducted by Barnardo's (2009) [7], the COPING project (2013) and a number of other studies have identified a number of themes relevant to children and young people:

- **An Invisible Group** There is no standard collection of information about who these children are, who is looking after them, what their needs are and what support they require. It is estimated that 7% of children experience the imprisonment of their father during their school years
- **Experience Stigma** Parental imprisonment can lead to a child experiencing stigma or bullying. Stigma can be perceived or actual and can lead to a child becoming isolated and vulnerable;
- **Experience Disadvantage** A family member in prison increases the likelihood of the child experiencing poverty as their family may become vulnerable to financial

instability, debt and housing disruption. A child is likely to experience more stress at home and may experience unstable care arrangements;

- **Have Adverse Outcomes** Parental imprisonment might cause a range of adverse outcomes, including aggressive behaviour, depression, anxiety, sleeping problems, eating problems, running away and delinquency. Children may on some occasions be exposed to substance misuse, violence or other illegal activities by family members and associates;
- **Higher Risk of Mental Health Issues** Children of prisoners are twice as likely to suffer from mental health issues. The sudden removal of a parent from the family can create feelings of separation and loss similar to bereavement that may affect the emotional health of the child. Children may be anxious that their other parent might also be taken away or about the welfare of their imprisoned family member. Anxiety may result from loss of contact with the imprisoned parent or, where contact remains, from missing school to comply with prison visiting hours;
- **Fail to achieve** Children with a parent in prison have been demonstrated to be at risk of poorer academic achievement and poorer attendance at school (including exclusion). The average distance travelled by families to visit a male prison is 50 miles so a visit can often require a whole day and may lead to unauthorised absences in their school record. Children may experience stigma, bullying and teasing as well as unwelcome attention from the media;
- **Are more likely to offend themselves** Children of prisoners have 3 times the risk of anti-social behaviour compared to their peers. 65% of boys with a convicted parent go on to offend

At Warmley Park we will support these pupils with sensitivity, honesty, and confidentiality to ensure that they are protected from harm. The Lead Professional for Family Support will work with school staff and other agencies to promote the best interest of the child.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **DOMESTIC ABUSE**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. **Children who witness domestic abuse are also victims**, and it can have a lasting impact on them. They can be victims in their **own relationships** too (teenage relationship abuse)

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

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

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

## **HOMELESSNESS**

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

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

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **HONOUR BASED ABUSE (including FGM, breast ironing, and forced marriage)**

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

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

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

## **FEMALE GENITAL MUTILATION or FEMALE GENITAL CUTTING**

### **THERE IS A STATUTORY DUTY TO REPORT FGM**

Female genital mutilation is the partial or complete removal or modification of the female genitalia for cultural or religious reasons.

It has a physical and emotional impact on the female. It is illegal and will not be condoned for religious or cultural reasons. FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Multi Agency Statutory Guidance on FGM ([www.gov.uk](http://www.gov.uk)) defines:

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina);
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and
- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period



- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

## **BREAST IRONING**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts



have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

### **FORCED MARRIAGE**

Warmley Park School and College is sensitive to differing family patterns. However, forced marriage is viewed as abuse and, in line with statutory guidance, will be addressed in the same way as any other concern. If a child or young person is considered to be at risk of forced marriage, parents or carers would not be approached about referring the concern to other agencies. Abuse will not be condoned for religious or cultural reasons.

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion or duress is used to cause a person to enter into a marriage. Duress can include physical, psychological, sexual, and emotional pressure. [The Anti-social Behaviour, Crime and Policing Act 2014](#) makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## **PREVENTING RADICALISATION- SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM AND PREVENTING RADICALISATION**

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions when extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Warmley Park School and College is clear that exploitation and radicalisation should be viewed as a safeguarding concern.

Warmley Park School and College values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children and young people, and staff, have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable which leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege, it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying

and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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

➤ **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

➤ **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

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

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

### **NON COLLECTION OF CHILDREN AT THE END OF THE SCHOOL DAY**

If a child is not collected at the end of the session/day, we will:

- Call the parent
- If no reply call the second person identified as a contact on SIMS
- If no reply and child has still not been collected we will ring the Access and Response Team at South Gloucestershire Council to report this to a Duty Social Worker 01454 866000 unless the child has a named social worker and we are able to contact them
- Advice will then be followed.

### **MISSING PUPILS**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. In this situation we will:

- As soon as it is noticed that a child is missing, staff will alert a senior member of staff.
- The senior staff and any other available staff will carry out a thorough search of the school buildings, playground and other outdoor areas including the field and copse.
- The registers will be checked to make sure no other child is missing.
- External doors and gates are checked to establish whether there has been a breach of security.
- If the child is not found, the parent/guardian is contacted and the missing child is reported to the police

- The police will want to know:
  1. Where you are.
  2. The name of the child.
  3. The next of kin of the child.
  4. A detailed description of the child (going from head to toe, clothing etc.)
  5. When they were first noticed missing.
  6. When and where they were last seen.
  7. Circumstances of the disappearance (any trigger, arguments etc.).
  8. Who is looking for the child at the moment, where they are and their mobile phone number.
- When the police arrive they will co-ordinate the search and staff will comply fully with their instructions; staff should continue to search unless instructed by police to stop.

Inform the Chair of Governors and Designated Governor for Safeguarding

All staff involved will be required to write up the incident as soon as is practicable.

#### **BULLYING AND CHILD ON CHILD ABUSE:**

We recognise that bullying and peer on peer abuse is a safeguarding matter and will be dealt with accordingly. Support will be offered in line with our anti-bullying policy and parents will be involved. Children and young people with learning difficulties are at risk of 'Mate Hate' abuse. Staff training includes recognition of signs and risk factors.

Any form of bullying will be treated seriously and with sensitivity: racist bullying, sexist bullying, homophobic bullying, special educational needs and disability bullying, prejudiced based, and discriminatory bullying. This includes verbal, physical and cyber bullying. The risks with online activity to the child or young person may involve sexting, inappropriate use of the internet, and body shaming which can cause physical and emotional damage.

Cyber bullying is addressed as part of the PSHE curriculum. Posters are put up in each class to identify who they can talk to. Information is available on the school website for parents if they are concerned about the risk of cyber bullying including sexting.

Children and young people at Warmley Park School and College are encouraged to be confident to inform a trusted adult if they are concerned about anything.

#### **ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

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

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

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

The procedure for reporting bullying and peer on peer abuse is to inform a DSL and record concerns on CPOMS. The DSL will then take action to address the concerns.

Following an incident support will be given for victims, perpetrators and any other child affected by peer on peer abuse. This will include

- an individual debrief with all of those involved which will be noted and kept on CPOMS

- referral to external agencies for support if appropriate
- monitoring by class staff and DSL for indications of any issues that emerge in the period following the initial debrief.

### **SEXTING, UPSKIRTING, AND SEXUAL HARRASSMENT.**

Sexting refers specifically to the consensual and non-consensual sharing of nude and semi-nude images and/or videos

Upskirting' typically involves taking a picture under a person's clothing without their permission or without them knowing. This is abuse.

Sexual harassment is referred to as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

#### **Your responsibilities when responding to an incident of sexual imagery:**

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

You must **not**:

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

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL. The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **SEXUAL VIOLENCE**

This includes an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party is considered part of peer on peer abuse. We recognise that this can be linked to sexual harassment, sexting, and upskirting where there is an element of coercion or threat.

### **SECTION 3**

#### **TEACHING AND LEARNING- OPPORTUNITIES TO PROMOTE SAFEGUARDING IN THE WARMLEY PARK CURRICULUM.**

Governors ensure that children and young people at Warmley Park School and College are taught about safeguarding, including online safety, peer on peer abuse, sexual harassment, and consent. This is considered as part of providing a broad and balanced curriculum. In Early Years we begin to teach body parts, people, places, I want/ I don't want, I like/ I don't like, more/ finished. We aim for every pupil to be able to express this in line with their preferred method of communication.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

All children and young people at Warmley Park School and College have a differentiated curriculum to meet their needs. This includes Personal Health and Social Education, and Citizenship where children and young people learn about their rights, how their behaviours impact on others, understanding their own emotions, relationships with those around them, lifestyles, and what to do if they are worried, including how to tell a trusted adult.

During specific activities such as community visits, swimming at a local swimming pool, or off site work experience where there is potential for children and young people to come into contact with members of the public, expectations for keeping themselves safe will always be explained to pupils prior to leaving school, and a risk assessment will be completed and signed off by Head of Department which addresses any issues.

Children and young people will be taught how to keep themselves safe (taking into consideration their learning difficulties). This includes concepts about private and public, consent, stranger danger, sharing personal information, recognising risks, understanding what is appropriate physical contact, finding help and the risks of sexting and how to avoid cyber bullying.

#### **FUNDAMENTAL BRITISH VALUES:**

Children and young people will be taught the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.



Through **PSHE** and **SMSC** in the curriculum, children and young people develop:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combating discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

#### **E-SAFETY:**

Where there are concerns about E-safety, they should be reported to the DSL in the same way as any other concerns. The ICT Strategy Leader is responsible for the overview of E-safety training and interventions. Training and information is available for parents. The school uses local authority recognised filters and monitoring systems to ensure the safety of pupils when they are online in school.

We recognise that many of the risks to children in the ‘real world’ equally apply to any ‘virtual world’ that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology. Our children and young people are growing up in a world where there are safeguarding risks from cyber bullying. They need to know how to be aware of this in order to avoid it happening, and how to identify it and report it if it does happen, through informing trusted adults of using web help.

**Similarly, there are risks associated with sexting which need to be addressed as a preventative measure. Sexting is also known as youth produced sexual imagery. It is essential to engage parents in discussion about sexting as the risk of it happening outside of the school setting is recognised as a risk.**

## **SECTION 4**

### **EXPECTATIONS OF SAFEGUARDING AT WARMLEY PARK SCHOOL:**

The leadership, staff and governing body are committed to making sure that Warmley Park School and College promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

#### **ETHOS AND ENVIRONMENT**

- Warmley Park School and College identifies the wellbeing of pupils as our most important purpose.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The resources within the school are there to meet the needs of pupils.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupils' work is displayed and changed regularly.

#### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment.
- The Single Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school takes account of the Single Equality Act and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide – High End Needs Group, Behaviour Focus Group.
- The school has an identified person who administers medicines with back up staff in their absence
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

## **PUPIL TRACKING**

- The progress and attendance of pupils is carefully tracked and monitored.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required
- Pastoral care is effective and efficient in supporting emotional needs.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

## **STAFF TRAINING**

- The Leadership and Management of the school are trained in Safeguarding and are effective.
- The Designated Safeguarding Leads receive accredited training within the recommended time frames and ensure that they are aware of changes. They receive ongoing training and has access to appropriate support from the local authority and governors
- Staff receive regular up-dated training on Safeguarding and identified staff including Lead Professional for Family Support, Multi-Agency Working and Safeguarding receive higher level training as appropriate.

## **LOW LEVEL CONCERNS**

We have a separate policy referring to low level concerns.

Low level concerns are concerns, allegations, or incidents that do not pass the Harms Test. A person satisfies the Harm Test if they may harm a child or vulnerable adult or put them at risk of harm. Whilst low level concerns do not pass the Harms Test they must be acted upon and treated seriously.

Allegation that may meet the Harm Test:

The term 'allegation' means that it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of Warmley Park School and College may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils

Low level concerns must be shared with a Designated Safeguarding Lead. Low level concerns about the Headteacher should be directed to the Chair of Governors. They will be recorded confidentially. Staff may feel reluctant to act upon their concerns because they think that they are being disloyal but this is a statutory obligation.

### **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a range of activities which promote healthy lifestyles

### **THE CURRICULM**

- The PSHE and Citizenship programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, safety at home, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupils' behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying; racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise, reward and celebrate pupils' behaviour and achievements in lessons, as they move around school, and through engagement with the local community.

### **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families which is the specific responsibility of the Lead Professional for Family Support, Multi-Agency Working and Safeguarding, but upheld by all members of staff and governors.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school will use external support and processes which include working with the community nursing service, and Intensive Positive Behaviour Support Service to work with children and their families.

**If you have a concern at any time about a child's safety or well-being or the behaviour of staff members, students,**

## **visitors or volunteers then you have a duty to report it immediately to a Designated Safeguarding Lead.**

### **GUIDANCE FOR ADULTS WORKING WITH PUPILS INCLUDING STAFF AND VOLUNTEERS AND STUDENTS ON PLACEMENTS:**

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child;
- taking and using photos or videos of pupils
- physical interventions;
- intimate care practice (see Intimate Care Policy and guidance)
- cultural and gender stereotyping;
- dealing with sensitive information;
- giving to and receiving gifts from children and parents;
- contacting children including through social networking websites;
- disclosing personal details inappropriately;
- meeting pupils outside school hours or school duties.

All staff must read the Warmley Park Staff Code of Conduct and Low Level Concerns Policy.

### **STUDENTS AND VOLUNTEERS:**

Students and volunteers will not work alone with pupils at any time unless there is a specific agreement in place with the Headteacher or Deputy Headteacher, for example a PGCE student working under the direction of the class teacher. A safeguarding risk assessment will be completed for each individual and note

- the induction that the individual has received
- the documentation that the individual has read, understood, and agreed to follow (Safeguarding policy, KCSIE part 1, WPSC information for students and volunteers)
- the remit and limitations of the role they are undertaking
- the ages of the children or young people that they will be working with
- the vulnerability of the children and young people that they will be working with.
- The checks that have been carried out on the student or volunteer including identification.
- The level of supervision that they will have from contracted staff
- Who they should inform if they have any concerns.

Any arrangements like this will be recorded and stored in the safeguarding information folder.

### **SAFER RECRUITMENT:**

Warmley Park School and College's procedures for safer recruitment follow statutory guidance within "Keeping Children Safe in Education". Alison Cottam, School Business Manager is responsible for the Single Central Record and operational safer recruitment. Further information is in the **SAFER RECRUITMENT POLICY**.

- The recruitment process includes advertisements, job descriptions, person specification, scrutiny of application forms, scrutiny of qualifications and identity, right to work in the UK checks, references, face to face interviews, employment history check, DBS enhanced disclosure, health checks and induction.
- At least one person on the appointment panel will have undertaken safe recruitment training.
- All applicants will be required to fill in a standard application form.
- Two independent references will be obtained and verified.
- The names of all staff who are employed by the school plus other adults chosen by the school to work with pupils including volunteers and governors will have their details on the Single Central Record.
- Should there be any concerns about any information which is revealed as part of background checks, advice will be sought from Social Care in consultation with Schools Personnel.

#### **INDUCTION AND TRAINING:**

All staff receive safeguarding training as part of their induction. All staff will also have an annual update on safeguarding training as part of their ongoing professional development. The Designated Safeguarding Leads will additionally have advanced Safeguarding and Safeguarding training which is recognised by the local authority and is updated annually.

Where there is a need for specific additional training which may include statutory or local guidance this will be prioritised and delivered to staff via an appropriate forum. Staff can ask for advice or guidance from a DSL at any time.

#### **WHISTLEBLOWING- ALLEGATIONS AGAINST MEMBERS OF STAFF:**

This advice should be considered alongside the Low Level Concerns Policy. If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child;
- Placed a child at risk of significant harm;
- Behaved in a way that calls into question their suitability to work with children.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the Local Authority Designated Officer.

The Designated Safeguarding Lead will handle such allegations, unless the allegation is against that person, when the Chair of Governors will handle the school's response.

The Designated Safeguarding Lead (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority Designated Officer.

#### **PHYSICAL CONTACT & RESTRAINT:**

Members of staff may have to make physical interventions with children in extreme situations. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training.

PROACTSCIPr-UK is the recognised training for staff at Warmley Park School and College as it is in line with the school's ethos on least restrictive practice, and it promotes proactive strategies. Any physical interventions will be fully discussed with parents and recorded immediately after the incident.

#### **CURRICULUM ENRICHMENT ACTIVITIES:**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

#### **CONTRACTED SERVICES:**

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

#### **PUPILS AND STUDENTS:**

The pupils are encouraged to take responsibility for their own behaviour and to learn ways to keep themselves safe. As a school, we have carefully considered our approach to **promoting positive behaviour** and use **PROACTSCIPrUK** as we believe that the principles align closely to our ethos. This ensures that we always look to implement proactive strategies, seeking to understand what behaviour is communicating, and working together to support the pupil to make positive choices.

We subscribe to the principles of **Unconditional Positive Regard**. Whatever has happened in the past is not used to judge the present. Pupils are encouraged to understand the implications of their actions on others but this is not done in a punitive manner.

We implement a **Least Restrictive Protocol** which ensures that we follow BILD and NICE guidelines and any process which could restrict a pupil is carefully considered, assessed, and monitored. We are always looking to step down to the least restrictive approach.

For pupils who have difficulties with their communication, which may mean that they are not able to verbalise if something is wrong, we have identified strategies on their **communication passports** to support with knowing if they are worried or upset about something.

**School Council** are champions for improving the school and promoting safety and wellbeing. In their constitution the following expectations are identified:

- To express views of those who they represent.
- To bring up any issues for discussion which are relevant.
- To improve the school.

- To improve the experiences at school.
- To act as representatives of the school.

Any student or class can raise an issue, suggestion, concern or matter with their representative to be discussed at School Council. The School Council exists for students to have their say.

Representatives agree to the School Council Terms of Reference:

- I am a representative for my class and other students.
- I will raise any issues or concerns at School Council that are relevant.
- I listen to the views of others.
- I will respect the views of others.
- I will make decisions in the interest of the wider school.
- I will put in the work outside of the meetings to fulfil my duties as a representative.

#### **USE OF STUDENTS' MOBILE PHONES:**

We recognise that many young people have their own mobile phone and may wish to bring it into Warmley Park School and College. This is acceptable, but children and young people in the school must hand their phone into the school office at the beginning of each day for secure storage. In the college, students hand their phone into the office on arrival each day. They may collect their phone from the office, use it during the lunchtime period and after 3pm. Phones should not be used during teaching and learning time unless it is relevant to the curriculum, for example, a communication lesson. Any inappropriate conduct could result in the student not being allowed their phone in the college. This includes taking photos of other students without their permission, sharing personal information on social media platforms that could be considered a safeguarding risk, and accessing inappropriate websites. As part of our PSHE curriculum we teach about consent.



## **Section 5**

### **PERSONNEL INCLUDING SAFER RECRUITMENT**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is. We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

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

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Allegations of abuse made against staff**

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

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

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

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

Our procedures for dealing with allegations will be applied with common sense and judgement.

## **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

## Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## EQUALITY AND COMMUNITY COHESION

Warmley Park School and College is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity and will not tolerate harassment of any kind. Our work and progress in this area is detailed within the Single Community Cohesion and Equality Scheme (SCCES) which is updated annually and informed by pupil and parent questionnaires, and discussion with staff.

Warmley Park School and College understands that our children and young people are growing up in circumstances where there are differing family patterns and lifestyles which reflect different racial, ethnic, and cultural groups. However child abuse or any practice which impacts on the wellbeing of children and young people will not be condoned for religious or cultural reasons.

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are LGBTQ+, or perceived to be

**EIA outcomes**

*The EWG found no areas of potential negative impact and actions resulting in positive impact are in place.*

We give special consideration to children who:

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

Policy review:	EIA:	Ratify :	Due for review:
September 2022	September 2022	September 2022	September 2023 or sooner if change of guidance or legislation

**Thank you for working together to help us to keep our children and young people safe.**