



CHILD PROTECTION AND SAFEGUARDING POLICY

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Safeguarding Statement

GLF Schools recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of our safeguarding responsibilities.

Important Contacts

Executive Headteacher, DSL	Ros Allen	rallen@rosebery.surrey.sch.uk	
Head of School	David Lach	dlach@rosebery.surrey.sch.uk	
Designated Safeguarding Lead (DSL)	Claire Ramsay	cramsay@rosebery.surrey.sch.uk	01372 720439
DSL email address:	dsl@rosebery.surrey.sch.uk		
Deputy DSLs - DSL Team	Sallie Jenns	sjenns@rosebery.surrey.sch.uk	
	Holly Lowe	hlowe@rosebery.surrey.sch.uk	
	Richard Styles	rstyles@rosebery.surrey.sch.uk	
Deputy DSLs	Head of Year 7: Ella Ringer	Head of Year 8: Sophie Hatfield	
	Head of Year 9: James Waight	Head of Year 10: Jen Collins	
	Head of Year 11: Lucy Browne	Head of Sixth Form: Stephen Phillips	
	Senior Teacher: Richard Harvey	Deputy of Sixth Form: Katherine Allison	
	Head of Maths: Nicole Bailey	Mandy Wild	
		Marianne Cooley	
Person responsible for looked after children	Claire Ramsay	cramsay@rosebery.surrey.sch.uk	
Nominated Safeguarding School Strategic Board (SSB) member	Silke Elvery	selvery@rosebery.surrey.sch.uk	
Chair of Safeguarding School Strategic Board (SSB)	Rob Mayo	rmayo@rosebery.surrey.sch.uk	

For contact details for Local Safeguarding Partners please refer to Appendix 1

1 Aims

The school aims to ensure that:

- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their statutory responsibilities with respect to safeguarding
- staff are properly trained in recognising and reporting safeguarding issues

2 Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), [What to do if You are Worried a Child is Being Abused 2015](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our three 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
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [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

3 Definitions

Safeguarding and promoting the welfare of children means:

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

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 2 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 2 defines neglect in more detail.

Children includes everyone under the age of 18.

Wherever the word “**staff**” is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors and School Strategy Board members.

The following three safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- the local authority (LA)
- a clinical commissioning group for an area within the LA
- the chief officer of police for the area within the LA

4 Equality statement

The welfare of the child is paramount. 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 (see section 11)
- 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 (see section 13)

5 School Context

We recognise that for safeguarding to be effective in our school we must understand its local context in terms of its families, the wider community and its location.

Annual staff training covers all safeguarding topics and key areas as we maintain an attitude that ‘it could happen here’. Termly hot topic bulletins for staff, cover key areas which relate to our context or the current trend of referrals to the DSL.

Throughout, the PSHCE and form time programme, all students are taught about keeping themselves safe online, cyber bullying, sexting, FGM, knife crime, child exploitation, radicalisation, healthy relationships, forced marriage, areas of abuse and neglect. Along with peer on peer abuse, consent, bullying, substance misuse, mental health and wellbeing. Throughout the year we have drop down days and assemblies covering extended topics where necessary.

We recognise a number of our students need support for their mental health and wellbeing, this is promoted throughout our curriculum and the PSHCE programme. We advertise relevant external speakers and events to both parents and staff. This includes holding an annual parents evening, inviting speakers, covering mental health, eating disorder awareness and internet safety to name a few.

We offer continued wellbeing support for certain students throughout their time at Rosebery and signpost students and families to external support, for example for bereavement counselling.

6 COVID-19 Addendum

In the event of a further lockdown due to a local or national breakout of COVID-19 the addendum agreed in April 2020 will be reviewed and used as appropriate. See Appendix 3.

7 Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and School Strategy Board Members in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedure also apply to extended school and off-site activities.

7.1 All staff

All staff and volunteers will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2020](#), and review this guidance at least annually.

All staff will be aware of:

- our systems which support safeguarding, including this child protection and safeguarding policy, GLF's Code of Conduct for Staff, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 17 and Appendix 4 of this policy outline in more detail how staff are supported to do this.

7.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team. Our DSL is Claire Ramsay, Assistant Headteacher - Inclusion and Engagement. The DSL takes lead responsibility for child protection and wider safeguarding.

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

Out of school hours the DSL team will be contactable through the main email address dsl@rosebery.surrey.sch.uk or email addresses above in contact details. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the DSL Team, consisting of the following deputies: Ros Allen, Sallie Jenns, Holly Lowe and Richard Styles, will act as cover. This is also relevant during out-of-hours and out-of-term activities.

The DSL will be given time, training, resources and support to:

- provide advice, training and support to other staff on child welfare and child protection matters
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- contribute to the assessment of children's needs
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Executive Headteacher and Head of School informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description. See Appendix 5.

7.3 GLF Board of Trustees and The School Strategy Board (SSB)

The GLF Board of Trustees will approve a Child Protection and Safeguarding Policy annually. Individual schools will adapt this policy to their local context and their SSB will approve the school's policy, ensuring it is relevant to the school's local context and complies with the law and holding the headteacher to account for its implementation.

The SSB will appoint a link member to monitor the effectiveness of this policy in conjunction with the full SSB. This is always a different person from the DSL and cannot be a member of GLF staff. See Appendix 6.

The chair of SSB will act as the 'case manager' in the event that an allegation of abuse is made against the Executive Headteacher, where appropriate (see Appendix 7).

All Trust Board members and SSB members will read Keeping Children Safe in Education.

Section 15 of this policy has information on how SSBs are supported to fulfil their role.

7.4 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- communicating this policy to parents via the school website
- ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- the Head of School will act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- the Executive Head of School will act as the 'case manager' in the event of an allegation of abuse made against the Head of School. (see Appendix 7)

8. Confidentiality

GLF Schools' policy for Data Protection gives further detail about information sharing but the following principles apply:

- timely information sharing is essential to effective safeguarding
- fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- if staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- the [government's information sharing advice](#) for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- if staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)
- confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in Appendix 7

9. Recognising abuse and taking action

Staff, volunteers and SSB members must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

9.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Refer to [When to Call the Police](#) if necessary.

Tell the DSL (see section 7.2) as soon as possible if you make a referral directly.

See Appendix 4 for how referrals how to be made.

9.2 If a child makes a disclosure to you

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

- listen to and believe them; allow them time to talk freely and do not ask leading questions
- stay calm and do not show that you are shocked or upset
- tell the child they have done the right thing in telling you; do not tell them they should have told you sooner
- explain what will happen next and that you will have to pass this information on; do not promise to keep it a secret
- write up your conversation as soon as possible in the child’s own words; stick to the facts, and do not put your own judgement on it
- If you make written notes, sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

9.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 2.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil aged 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

Staff should follow the normal reporting procedures as set out in Appendix 4.

9.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare. 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 take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Surrey Children's services provide guidance for practitioners on the levels of need when working with families and children, to provide support through the effective family resilience document <https://www.surreyscp.org.uk/wp-content/uploads/2018/12/Effective-family-resilience-SSCB-Final-March-2019-1.pdf> Please see Appendix 9.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 9.1), you must tell the DSL as soon as possible.

The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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

Please see Appendix 9 for local procedures and escalations policies.

9.5 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). Inform the DSL or deputy as soon as practically possible after the referral.

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. 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

9.6 If you have a mental health concern

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. We promote good mental health and building resilience throughout our curriculum, by the use of ELQs and the PSHCE programme.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 9.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Staff are supported to create a safe and calm environment for students, to ensure students develop their resilience. Staff are trained to identify those students who need additional support for their mental health and key staff, including each Head of Year and the Student Hub are mental health first aid trained. If specialist support is required, a referral to CAMHS will be made, with permission from the parent/carer by the Student Hub.

Please see the Mental Health policy.

9.7 Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.

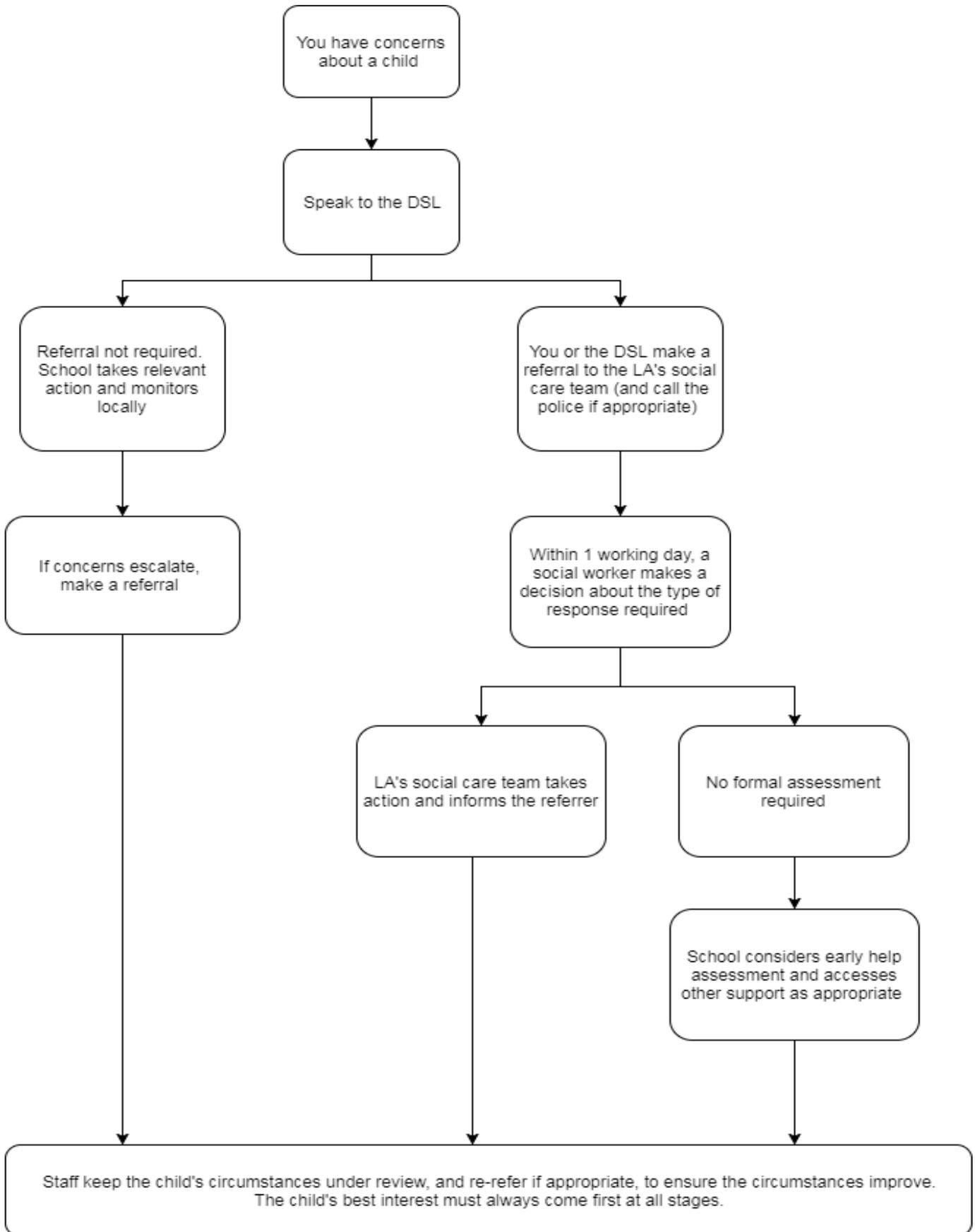
We are be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Where reasonably possible the school should hold more than one emergency contact number for each pupil.

Figure 1

Procedure, if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 9.4 for what to do.)



9.8 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the Head of School, speak to the Executive Headteacher. If the concerns/allegations are about the Executive Headteacher, speak to the chair of the SSB.

The Headteacher/Chair of SSB will then follow the procedures set out in Appendix 7 if appropriate.

9.9 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. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil’s behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Safeguarding incidents and/or behaviours can be associated with factors outside the school /or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy), should be considering the context within which such incidents and/or behaviours occur (contextual safeguarding). Assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

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, up-skirting 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 speak to the student, gather a statement and inform parents/carers
- the DSL will contact the local authority children’s social care team and follow its advice if necessary, as well as the police if the allegation involves a potential criminal offence
- the DSL will contact the dedicated line run by the NSPCC; number 0800 136 663, to provide the DSL appropriate support and advice. This includes how to contact the police and report crimes if they wish. This contact will also be given to the child(ren), parents and carers to provide further support if they wish
- 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), or other external support agencies such as SARC, if appropriate
- the DSL will contact the DSL of all other relevant schools if the incident involved students from another school, which they have been given the name of the child/ children and school

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
- Ensuring our curriculum helps to educate pupils about appropriate behaviour
- providing a developmentally appropriate PSHCE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- Ensuring pupils know they can talk to staff confidentially by identifying key safeguarding staff to students and promoting positive relationships with the student's tutor
- 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
- high expectations of behaviour systems for any pupil to raise a concern with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk

9.10 Sexting

We follow guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

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

You must **not**:

- view, 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 children that they will receive support and help from the DSL.

See Appendix 11 for our procedures following an incident.

10 Notifying parents

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

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

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this Surrey Children's Services before doing so.

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

11 Pupils with special educational needs and disabilities

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

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes a designated space for students where they can access specific support throughout the school day. Liaison with a key worker, who provides support for each student. Dedicated SENDCo who creates home school links to ensure all the students' needs are met within the school environment. Work with external agencies to ensure appropriate support for students.

12 Pupils with a social worker

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

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

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

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

13 Looked-after and previously looked-after children

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

- appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- the DSL has details of children's social workers and relevant virtual school heads
- we have appointed a designated teacher, Claire Ramsay, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- the designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role

As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

14 Mobile phones and cameras

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

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please refer to the separate Mobile Phone Policy.

15 Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 7).

15.2 Other complaints

Complaints about eg. bullying should be taken seriously and where possible resolved by the class teacher or a member of leadership. If this is not possible the GLF Complaints Policy should be followed.

15.3 Whistleblowing

GLF's [Whistleblowing policy](#) covers how staff report concerns regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures.

16 Record-keeping

The school will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. A signed receipt will be required from the receiving school or establishment. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Confidential child protection records are kept electronically on CPOMS. Paper-based files are also kept for storing a record of a disclosure, which has been recorded manually by a member of staff.

Specific staff who are part of the main DSL team: Claire Ramsay, Ros Allen, Sallie Jenns and Richard Styles, are the only members of staff who have access to the electronic records on CPOMS. Paper-based files are kept in a locked cabinet, within a locked office.

Relevant information is shared with external agencies as appropriate, in line with Surrey Children's Services procedures.

In the event that the child does not go to another school or college we will retain their Safeguarding file until their 26th birthday.

In addition:

- our Safer Recruitment Policy includes record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 7 sets out our policy on record-keeping with respect to allegations of abuse made against staff

17 Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three local safeguarding partners.

All staff will be expected to complete the relevant [EduCare modules](#) following GLF's guidelines. We recognise that live training from the DSL team through regular "hot topics" and quizzes in staff meetings and briefings are an effective way to heighten awareness of the contextual safeguarding issues in our locality. We keep a training log to ensure relevant topics are covered by all staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates through the termly safeguarding bulletins.

Volunteers will receive appropriate training.

17.2 The DSL and deputies

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

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

They will also undertake Prevent awareness training.

17.3 GLF Trustees and School Strategy Boards

All Trustees and School Strategy Board members receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of the SSB may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Executive Headteacher, they receive training in managing allegations for this purpose.

17.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education 2020, and will be in line with local safeguarding procedures.

18 Monitoring arrangements

GLF's Safeguarding and Child Protection Policy will be reviewed **annually** in July by the MAT, DSL, and Strategic Safeguarding Team. At every review, it will be approved by the Board of Trustees.

GLF's policy will be used as the basis for this school's Safeguarding and Child Protection Policy with local context and our procedures added. This will be approved by the SSB at their first meeting of the academic year.

19 Links with other policies

This policy links to the following policies and procedures:

- Anti-bullying
- Attendance
- Behaviour for learning
- Complaints
- Curriculum
- Data Protection
- Equality
- First aid
- Health and safety
- Online safety
- Physical Intervention
- Relationships and Sex Education
- Staff Code of Conduct
- Whistleblowing
- Mental Health and Self-harm policy

Surrey Children's Services

C-SPA (Children's Single Point of Access)

Availability	Monday – Friday 9 a.m. – 5 p.m.
Phone	0300 470 9100
Out of hours phone	01483 517898 for emergency duty team

Local area contact details

North East: 0300 123 1610	(Elmbridge, Epsom and Ewell, Spelthorne)
North West: 0300 123 1630	(Runnymede, Surrey Heath, Woking)
South East: 0300 123 1620	(Tandridge, Reigate and Banstead, Mole Valley)
South West: 0300 123 1640	(Guildford and Waverley)

Email	csmash@surreycc.gov.uk for referrals/enquiries
Request for Support Form	here

LADO Local Authority Designated Officer

Phone	0300 123 1650
Email	LADO@surreycc.gov.uk

Surrey Safeguarding Children Board Website:	https://www.surreyscb.org.uk/
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Looked After Children

Assistant Head, Virtual School	Diana Wilson
Phone	0208 541 7761
Email	virtual.school@surreycc.gov.uk

Further advice on child protection is available from:

NSPCC	http://www.nspcc.org.uk/
Childline	http://www.childline.org.uk/pages/home.aspx
CEOPSThinkuknow	https://www.thinkuknow.co.uk/
Anti-Bullying Alliance	http://anti-bullyingalliance.org.uk/
Beat Bullying	http://www.beatbullying.org/

Childnet International – making the internet a great and safe place for children:
includes resources for
professionals & and parents <http://www.childnet.com/>

Thinkuknow: includes resources
for professionals and parents <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Department of Education
'Prevent Duty' Helpline 020 7340 7264

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

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

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

Emotional abuse may involve:

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

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

The activities may involve:

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

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

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

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

COVID-19 School Closure Arrangements for Safeguarding and Child Protection

Annex 1

School Name: Rosebery School

Context

If parents/carers are asked to keep their children at home in relation to COVID-19, due to a local lockdown and Rosebery school is to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers will be asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Rosebery School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- *Key contacts/Designated Safeguarding Lead*
- *Vulnerable children*
- *Attendance monitoring*
- *Reporting a concern*
- *Safeguarding training and induction*
- *Safer recruitment/volunteers and movement of staff*
- *Online safety in schools and colleges*
- *Children and online safety away from school and college*
- *Supporting children not in school*
- *Supporting children in school*
- *Peer on Peer Abuse*
- *Mobile phone use*
- *Mental Health*
- *Support from the Multi-Academy Trust- GLF*

Key contacts/Designated Safeguarding Lead

Designated Safeguarding Lead (DSL):

Contact details: email

Claire Ramsay

cramsay@rosebery.surrey.sch.uk

The deputy DSL(s):

Contact details:

Sallie Jenns, Ros Allen, Holly Lowe, Richard Styles

sjenns@rosebery.surrey.sch.uk,

rallen@rosebery.surrey.sch.uk,

hlowe@rosebery.surrey.sch.uk,

rstyles@rosebery.surrey.sch.uk

DSL contact email address:

dsl@rosebery.surrey.sch.uk

Further deputy DSL(s):

Ella Ringer, Jen Collins, James Waight, Lucy Browne, Richard Styles, Richard Harvey, Stephen Phillips, Sophie Hatfield, Katherine Allison, Mandy Wild, Marianne Cooley, Nicole Bailey, Holly Lowe

Person responsible for Looked After Children (LAC):

Contact details:

Claire Ramsay

cramsay@rosebery.surrey.sch.uk

Nominated child protection

School Strategic Board (SSB) member:

Contact details:

Silke Elvery

selvery@rosebery.surrey.sch.uk

Executive Headteacher and Deputy DSL:

Contact details:

Ros Allen

rallen@rosebery.surrey.sch.uk

Head of School:

Contact details:

David Lach

dlach@rosebery.surrey.sch.uk

Chair of the School Strategic Board (SSB):

Contact details:

Rob Mayo

rmayo@rosebery.surrey.sch.uk

Surrey Children's Single Point of Access (SPA): 0300 470 9100

All staff at Rosebery School will have access to a trained DSL.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Rosebery School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Rosebery School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk assessed in consultation with the Local Authority and parents/carers, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. Rosebery School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be Claire Ramsay.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Rosebery School will explore the reasons for this directly with the parent and arrange how regular remote contact will be achieved.

Where parents/carers are concerned about the risk of the child contracting COVID-19, Rosebery School, or the social worker, will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Rosebery School will encourage our vulnerable children and young people to be involved in their education, either in school, or through remote learning, if needed. As a school we will be in regular contact with vulnerable children if it has been agreed they are safe to stay at home.

Attendance monitoring

Rosebery School and social workers will agree with parents/carers whether children in need should be attending school – Rosebery School will then follow up on any pupil that they were expecting to attend, who does not. Rosebery School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) who subsequently do not attend. This will be actioned through a phone call to the parent/carers by a member of the leadership team and where, applicable, the social worker.

When a gradual return of students occurs, attendance recording will begin again through SIMS.

Rosebery School and social workers will agree with parents/carers whether children in need should be attending school – Rosebery School will then follow up on any pupil that they were expecting to attend, who does not. Rosebery School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) who subsequently do not attend. This will be actioned through a phone call to the parent/carers by a member of the leadership team and where, applicable, the social worker.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues to attend, Rosebery School will notify their social worker and keep in contact with the child. All students who have been identified as vulnerable have been allocated a Support Worker who will be contacting the student weekly.

Rosebery School will act by notifying the local authority on the first day of non-attendance and any day following, when a vulnerable child, that is expected to attend an education setting is absent, by using the following link to the Automated Tracking Mechanism: <https://www4.surreycc.gov.uk/social/child/absence-submission-portal/>

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead - cramsay@rosebery.surrey.sch.uk. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head of School – David Lach – dlach@rosebery.surrey.sch.uk or Executive Headteacher - Ros Allen - rallen@rosebery.surrey.sch.uk. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and then followed up by an email. GLF Schools' People Director and the LADO will continue to offer support in the process of managing allegations. Concerns around the Head of School should be directed to the Executive Headteacher and concerns around the Executive Headteacher should be directed to the Chair of the School Strategic Board (SSB) Rob Mayo - rmayo@rosebery.surrey.sch.uk.

Safeguarding training and induction

DSL training is now taking place remotely whilst there remains a threat of the COVID-19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Rosebery School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from GLF's People Department that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Staff working at home can be asked to complete Educare modules and other training relevant to their roles.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce, or gain access to children. When recruiting new staff, Rosebery School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Rosebery School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Rosebery School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 - 182 of KCSIE 2020. Schools will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 261 of KCSIE 2020 and the TRA's 'Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Rosebery School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE 2020.

During the COVID-19 period all referrals should be made by emailing the relevant contact:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Rosebery School will continue to keep the single central record (SCR) up to date, as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Rosebery School will continue to provide a safe environment, including online. This includes detailing how to stay safe online. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and, as required, the police.

Online teaching should follow the same principles as set out in the code of conduct. Rosebery School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Staff must only use platforms provided Rosebery School to communicate with students, for examples school email and Google Classroom/drive.

Below are some things to consider when delivering virtual lessons, especially where Google Meet is involved for students:

- Loom attached to Google to be used, to provide explanation and improve instruction by recording commentary
- Pre-recorded lessons on YouTube can be used, following guidance below
- Only Google Meet to be used through the Google GLF platform with a school log in
- Groups only to be used; unless advised differently
- Any computers used should be in appropriate areas, for example, not in bedrooms
- Ensure that your background is neutral if you have your camera on
- Both staff and students to be appropriately dressed, as they would if present at school
- Language must be professional and appropriate, including any family members in the background
- Record the session if you wish, and that you schedule the lesson at the time you would have usually delivered it so that students are not pulled in different directions
- Please ensure expectations are shared either before or during a google meeting with students, staff are able to remove a student from a Google Meet session if necessary.

Supporting children not in school

Rosebery School is committed to ensuring the safety and wellbeing of all of the school's children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, there is a robust communication plan in place for that child or young person. Students who are post-looked after, or have been identified as vulnerable, but at home during this time, will also be part of this communication plan.

Each student has a support worker, which they are aware of, the support worker will make contact with them, regularly, at least weekly. This is monitored and recorded on the 'vulnerable support worker' spreadsheet.

The communication method can include; remote contact via email with the student, parent or carer, phone contact with the parent or carer. Other individualised contact methods to be recorded on CPOMS if necessary and completed by the DSL team.

Rosebery School and its DSL will work closely with all support workers to maximise the effectiveness of any communication plan. If any support worker has a concern about a student, the normal safeguarding procedures are to be followed and this should be logged on CPOMS.

This plan is to be reviewed regularly, once a week and where concerns arise, the DSL will consider any referrals as appropriate.

The school has also shared a safeguarding message with students and informed them of how to talk to a member of staff if necessary, through a personalised year group letter.

Rosebery School recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Rosebery School need to be aware of this in setting expectations of students' work where they are at home.

Supporting children in school

Rosebery School is committed to ensuring the safety and wellbeing of all students. We will continue to be a safe space for all children to attend and flourish. We will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Rosebery School will continue to be a safe space for all children to attend and flourish. The Executive Headteacher and Head of School will ensure that appropriate staff are on site and that staff to pupil ratio numbers are appropriate, to maximise safety.

Rosebery School will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Rosebery School will ensure that where we care for children of key workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where Rosebery School has concerns about the impact of staff absence (such as our Designated Safeguarding Lead or first aiders) the school will discuss them immediately with their Education Partner.

Peer on Peer Abuse

Rosebery School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles, as set out in part 5 of KCSIE and those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Use of mobile phones

Contact with vulnerable families

Ideally only school mobile phones should be used to contact families, however where this is not possible the following guidance must be followed when using a personal mobile device:

- use it for telephone calls only – do not use text messages, WhatsApp or any other app to maintain contact
- be particularly mindful of the physical security of the device – do not leave it unattended or vulnerable to theft
- delete the numbers from your phone log at the end of the day
- when making calls, ensure that you are only using contact details which have been provided to us formally, through SIMS/ PARS.
- ensure that you dial '141' or block your caller ID, before making any calls in order to withhold the identity of your own personal number
- do not leave messages for people to call you back – try again later in the day, please do not give out your personal number
- please complete the google form provided <https://forms.gle/eVYxtk653wKdGHRY8>

Emergency use of mobile phones when supervising bubbles

Ideally only school phones should be used within a school setting, however where staffing is spread more thinly across small bubbles of children, there may be occasions where a sole member of staff supervising a group of children needs to call for emergency support without leaving the group unsupervised.

In such an emergency situation, the following guidance must be followed when using a personal mobile device:

- The device must be stored away from public view, being particularly mindful of the physical security of the device
- The device may only be used to make emergency calls to seek support from other members of the school team on site

Mental Health

At Rosebery School we recognise the negative experiences and distressing life events, such as the current circumstances, can affect mental health of children and their parents. Our support and pastoral programme has been devised to provide support for mental health and wellbeing of students, whilst on site, those not attending school and those who will be attending from 15 June.

In addition, our teaching staff are aware of the impact the current circumstances may be having on the mental health of those students who are continuing to work from home and are mindful when setting work.

Support from the Multi-Academy Trust

GLF Schools' Strategic Safeguarding Team (SST) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes online safety, safer recruitment and signposting for mental health and charity support.

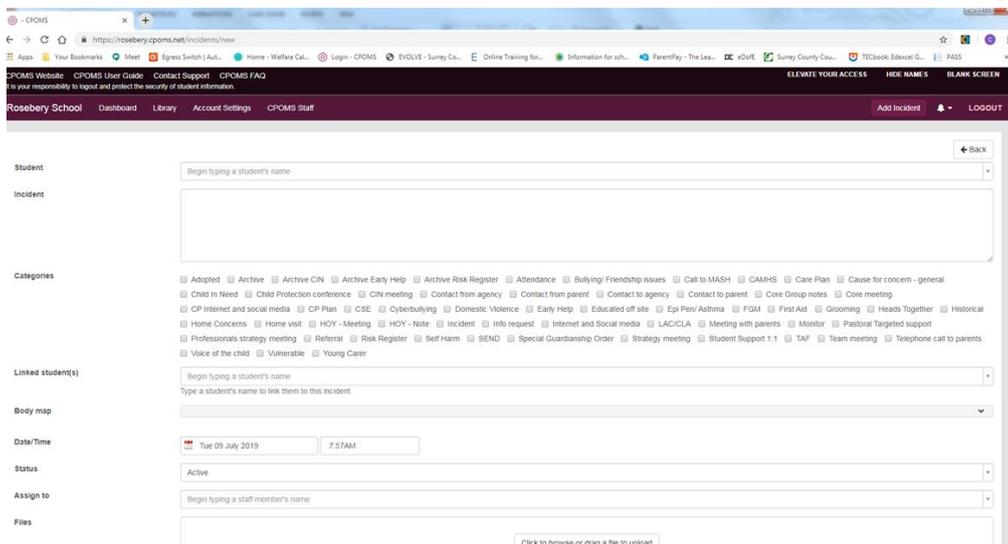
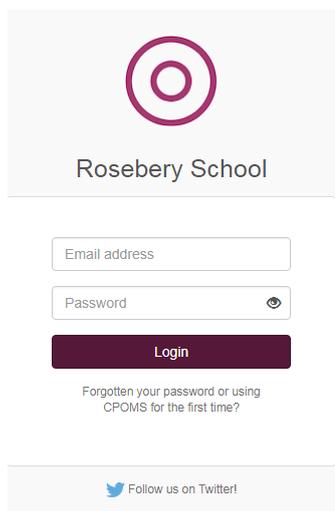
The MAT DSL or member of the SST will also provide regular DSL networking sessions and offer additional supervision sessions if requested by the DSLs. These will take the form of an online meeting.

The Covid Response Committee will convene whenever necessary to support schools in interpreting and prioritising government guidance, monitoring planning and risk assessments and providing critical incident advice and care.

Child Protection Online Management System CPOMS

If at any point if you are concerned about the welfare of a student, please record this on CPOMS this will alert the DSL team. You can also alert the HOY by typing in their name on the alert section.

Every member of staff has an individual login, if you are logging in for the first time, please press ‘forgotten your password or using CPOMS for the first time?’ Follow the instructions to set up a new password, using your school email address.



For GLF staff, visitors and agency staff who do not have access to CPOMS, please email your concern to dsl@rosebery.surrey.sch.uk.

Based on Annex B - KCSiE 2020

School Strategy Boards should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead.

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post.

They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads (DDSL)

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy Designated safeguarding leads. Any deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

Work with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training.

Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. Child protection file Where children leave the school or college (including for in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available during school hours for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The role of the Trustee with responsibility for safeguarding is set out in their terms of references.

The School Strategy Board (SSB) has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. They must have arrangements in place to ensure that they carry out their functions with a view to safeguarding and promoting the welfare of children and have regard to the statutory guidance issued by the Secretary of State. They must appoint a member as the Safeguarding Link.

Safeguarding Link Role

The role of the Safeguarding Link is key to understanding the effectiveness of safeguarding for everyone in the school.

The SSB member should understand the requirements of safeguarding guidance and legislation and be ‘confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils.’ (Competency Framework for Governance (DfE 2017)).

The safeguarding link member should receive regular safeguarding updates through the GLF Schools Update newsletter and through GLF training events or webinars.

Key aspects of the safeguarding link’s role include:

- understand the safeguarding requirements;
- support the work of the Designated Safeguarding Lead by supporting the Local Authority audit and action plan;
- report back to the School Strategy Board about how effective safeguarding is within the school;
- check that the school is compliant with statutory guidance;
- check out whether there is a consistency in safeguarding across the whole school;
- work with the DSL to complete the GLF safeguarding audit;
- make sure that there are effective systems in place to keep vulnerable children safe by ensuring the school audit action plan is implemented along with any external audit recommendations.

The role of the safeguarding link is to help ensure that safeguarding is effective and not to carry out the work of the Designated Safeguarding Lead. The role is specifically around strategic issues. This means that it is not appropriate that decisions about individual cases should be reviewed by the safeguarding SSB member.

A role description for the safeguarding SSB member is detailed below, and although it uses the word ‘ensure’ this does not mean that the person is tasked with the doing the work, but that these are areas for scrutiny. This role description is simply a starting point and may be adapted to meet local circumstance.

The Role of the Link SSB member

- be the lead person who understands the safeguarding requirements
- support the work of the Designated Safeguarding Lead
- participate in the school’s Local Authority safeguarding audit
- meet regularly, at least termly, with the Designated Safeguarding Lead and any other relevant staff
- report back to the SSB about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- ensure that safeguarding deficiencies are brought to the SSB
- ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review
- report to the SSB so that they can ensure resources are effectively allocated or where changes might be required
- ensure that the training programme for staff reflects the needs of the school and statutory regulations.
- ensure that the SSB are kept aware of the safeguarding risks to young people in the school
- ensure that records are kept securely and in one place
- ensure that there is appropriate monitoring and tracking in place for vulnerable students
- ensure that there are appropriate safeguards in place for students placed with Alternative Providers
- ensure that there is a consistent approach to safeguarding and child protection across the school.

- ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- ensure that safer recruitment processes are in place
- ensure that the Single Central Record is compliant
- ensure that there is a clear policy and procedures for managing allegations against staff including cases that involve the Headteacher.
- ensure that cases are referred to the NCTL and the Disclosure Barring Service (DBS) where relevant.

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

All staff should be aware of the school's own Behaviour for Learning policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be provided through the mobile phone policy and the relevant code of conduct policy.

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

The Head of School or Executive Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Executive Headteacher.

If the allegation made to a member of staff concerns the Executive Headteacher, the person receiving the allegation will immediately inform the Chair of the School Strategic Board who will consult the LADO as above, without notifying the Executive Headteacher first.

The school will follow the GLF Schools policy for managing allegations against staff.

Suspension of the member of staff, excluding the Executive Headteacher, against whom an allegation has been made, needs careful consideration, and the Head of School or Executive Headteacher will seek the advice of the LADO and GLF Schools People Director in making this decision.

In the event of an allegation against the Executive Headteacher, the decision to suspend will be made by the Chair of the SSB with advice as above.

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

GLF Schools Recruitment Policy will be followed to ensure Safer Recruitment procedures are adhered to when appointing new staff. The Single Central Record will be monitored regularly by the school's Designated Safeguarding Lead, Executive Headteacher and Head of School, SSB Safeguarding Link and People Partner. Monitoring of the SCR may also form part of a School Effectiveness Review.

All staff receive information and copies about the school's safeguarding arrangements, the school's safeguarding policy, staff code of conduct, behaviour policy, the role and names of the Designated Safeguarding Lead and their deputies, the safeguarding response to children who go missing in education and Keeping Children Safe in Education Part 1 and Annex A on induction. All staff will be asked to sign that they have read these documents.

All staff receive safeguarding and child protection training at induction in line with advice from the Local Safeguarding Partners and the MAT DSL which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and School Strategy Board members have regular child protection awareness training, including online EduCare training, updated and monitored by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The Child Protection and Safeguarding Policy is made available via the school website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding Policy.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

All lettings sign a declaration form to agree to our safeguarding procedures and to declare they have followed appropriate safeguarding procedures.

Community users organising activities for children are aware of the school's Child Protection and Safeguarding Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All staff will be given access to of Part 1 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it. This applies to the SSB in relation to Part 2 of the same guidance.

Surrey

Local Procedures:	http://surreyscb.procedures.org.uk/
Children Missing in Education at risk of CSE:	http://surreyscb.procedures.org.uk/hkyqhl/procedures-for-specific-circumstances/safeguarding-children-and-young-people-from-sexual-exploitation
Escalation of concerns:	http://surreyscb.procedures.org.uk/skyqox/complaints-and-disagreements/inter-agency-escalation-policy-and-procedure
Partnership Intelligence:	https://www.healthysurrey.org.uk/community-safety/professionals/the-partnership-intelligence-form
Effective Family Resilience Surrey	https://www.surreyscp.org.uk/wp-content/uploads/2018/12/Effective-family-resilience-SSCB-Final-March-2019-1.pdf

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the Designated Safeguarding Lead (or deputy). Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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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

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.
-

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to 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.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s Designated Safeguarding Lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

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. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral. The school's or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders should familiarise themselves with the [revised Prevent duty guidance](#): for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance](#): for further education institutions in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

The department has published further advice for schools on the [Prevent duty](#).

The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

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.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (or a deputy).

Additional advice and support

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

See Annex A see additional links.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- whether there is an immediate risk to pupil(s)
- if a referral needs to be made to the police and/or children's social care
- if it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- what further information is required to decide on the best response
- whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- whether immediate action should be taken to delete or remove images from devices or online services
- any relevant facts about the pupils involved which would influence risk assessment
- if there is a need to contact another school, college, setting or individual
- whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

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

Referring to the police: If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer school's officer, a police community support officer, local neighbourhood police, dialling 101]

Recording incidents: All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.