MALVERN ST JAMES
Girls' School

Safeguarding Pupils and Child Protection Policy

including EYFS and Boarding in consultation with Worcestershire County Council

This is a live policy, updated throughout the year as necessary. It is also formally reviewed annually commencing every October by the DSL, Senior Leadership Team, and the Governing Body.

Latest update: 22 January 2020

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Safeguarding Statement

The School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and always consider the best interests of the child. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We recognise our duties both to children in need of additional support and to children at risk of harm. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

School Safeguarding Contact Details:

Designated Safeguarding Lead: Mrs Fiona Fowles, Deputy Head Tel no. 01684 584616 Mob no: 07710 098021

Deputy Safeguarding Leads:
Mrs Zinnia Wilkinson, Director of Pastoral Care: Tel no 01684 892288 Ext. 7628 Mob no: 07841 775812: wilkiz@malvernstjames.co.uk
Responsibility for the welfare and progress of looked-after children (as appropriate)

The Chaplain, Mrs Katie Fisher fishek@malvernstjames.co.uk

Director of Boarding, Miss Anouska van Ravenstein: ravena@malvernstjames.co.uk

The Headmistress, Mrs Olivera Raraty: headspa@malvernstjames.co.uk

EYFS Designated Safeguarding Person: Miss Belle Pearson: pearsb@malvernstjames.co.uk

Prevent Single Point of Contact: The Chaplain, Mrs Katie Fisher (from November 2019) fishek @malvernstjames.co.uk

Online safety Co-ordinator: Mrs Carolyn Aynsworth, aynswc@malvernstjames.co.uk

Safeguarding Governor: Miss Elizabeth Mullenger, contactable via barbea@malvernstjames.co.uk

Anti Bullying Governor: Mrs Alison Warne, contactable via barbea@malvernstjames.co.uk

Recruitment Safeguarding Team

Mr Mark Groome (Chair of Governor) contactable via barbea@malvernstjames.co.uk

Mrs Olivera Raraty (Head) headspa@malvernstjames.co.uk

Mr Simon Holden: dirops@malvernstjames.co.uk
Mrs Alison Barber: barbea@malvernstjames.co.uk

Mrs Julia Moore: moorej@malvernstjames.co.uk

Mr William Richards (Governor) contactable via barbea@malvernstjames.co.uk

The staff listed above have specific roles in safeguarding the pupils at Malvern St James, but all adults have a responsibility to safeguard children and the ability to make a referral is not limited to senior staff, though the DSL must be informed if a referral is made. Malvern St James works alongside, and with, the Worcestershire Safeguarding Children Partnership (WSCP) which comprises the Chief Executive of Worcestershire County Council, the Chief Constable of West Mercia Police and an accountable Officer for NHS South Worcestershire.

Terminology

Safeguarding and promoting the welfare of pupils is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific pupils who are suffering, or are likely to suffer, significant harm.

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

Child includes everyone under the age of 18.

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

External Contacts:

Safeguarding Training Provider: http://createsaferorgs.com/

Educational Adviser for Safeguarding: Denise Hannibal

DHannibal@worcestershire.gov.uk Tel No: 01905844436 Mobile: 07815875069

To submit an online Cause for Concern notification log onto: www.worcestershire.gov.uk/info/20383/are_you_a_professional_worried_about_a_child,

Family Front Door: 01905 822666 (core working hours) Out of hours or at weekends: 01905 768020

Local Authority Designated Officer (LADO):

Sue Taylor Tel: 01905 846221

Channel/Prevent contacts:

Family Front Door: 01905 822666 (core working hours)

West Mercia Police – DS Stuart Clark 01386 591835

prevent@warwickshireandwestmercia.pnn.police

Malvern Community Social Work Team:

Sarah Muliette (Thursday, Friday and every other Monday)

07545 422686 / 01905 844155 smuliette@worcestershire.gov.uk

Alice Gilett (Monday, Tuesday, Wednesday)

07771 994866 / 01905 845414 agillett@worcestershire.gov.uk

Police Public Protection Unit:

24hrs non-emergency	101
Emergency	999
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

1. Introduction

1.1 The School fully recognises the contribution it can make to protect and support pupils in School. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with

- section 157 of the Education Act 2002 and the statutory guidance
- 'Working Together to Safeguard Pupils' 2018
- 'Keeping Pupils Safe in Education' September 2019.
- West Mercia Consortium inter-agency procedures http://westmidlands.procedures.org.uk/ and the WSCP Levels of Need Guidance.
- The School Staffing (England) Regulations 2009
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014
- 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
- 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
- DfE statutory guidance 'Relationships education, relationships and sex education (RSE) and health education' (June 2019)

1.3 There are 4 main elements to this policy:

- Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures)
- Protection (by following agreed procedures, ensuring that staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- Support (to pupils and school staff and to pupils who may have been abused)
- Working with parents/carers (to ensure appropriate communications and actions are taken)

1.4 This policy applies to all staff, governors, volunteers and visitors to the school. Child protection is the responsibility of all staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception, making the entire policy document available on the school website and by raising awareness at meetings with parents/carers. The policy has been written in collaboration with several members of staff who have had safeguarding experience.

1.5 Extended school activities.
Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided

separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect pupils and there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

We adopt Keeping Children Safe in Education (KCSiE) 2019 in full.

The School adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care.Staff encourage pupils and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously and pupils are encouraged to seek help from members of staff. When concerns are raised or a disclosure is made, staff recognise that sensitivity is needed.

2.1 The school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities (specifically through PSHEEC/ ICT) which equip pupils with the skills they need to stay safe from abuse (including online) and to know where to get help;
- Have regard to crime trends in our local community via https://www.crime-statistics.co.uk and adjust the PHSEEC curriculum as necessary
- Ensure every effort if made to establish effective working relationships with parents/carers and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with pupils including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s. 128).

2.2 Safeguarding in the Curriculum

Pupils are taught about safeguarding in school. The following areas are among those directly addressed in PSHEEC/RSE and in the wider curriculum

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- Online Safety / Mobile technologies
- Stranger danger
- Fire and water safety
- Road safety
- Domestic abuse
- Healthy relationships / Consent
- Sex Education
- Health Education
- Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Sexual exploitation of pupils (CSE)
- Extremism and Radicalisation in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education)

2.3 Support

The School recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such pupils, school may be one of the few stable, secure and predictable components of their lives. Other pupils may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. The School seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or Disability. We will seek to provide such pupils with the necessary support and to build their self-esteem and confidence.

2.4 Raising concerns/complaints

We respond robustly when concerns are raised or complaints made (from any relevant party) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The School's complaints procedures are available on Firefly (for Staff) and Parent Portal.

3. Roles and Responsibilities

3.1 General

All adults working with or on behalf of pupils have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school (currently called Safeguarding Leads). Staff should be aware that they may need to work with other services as needed and assist in making decisions about individual pupils.

The Teachers' Standards 2011 state that teachers, including Heads, should safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their decisions about individual pupils.

Every member of staff, including volunteers working with pupils at the School, is advised to maintain an attitude of '*it could happen here'* where safeguarding is concerned and to '*think beyond the obvious'*. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They should take account of the *'one chance rule'* in relation to honour violence based issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The name of the Designated Safeguarding Lead, as well as the named Deputies, for the current year are listed on page 3 of this document.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential (Whistleblowing) Policy.

Whistleblowing concerns about the Head should be raised with the Chair of Governors.

Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC whistleblowing helpline.

3.2 Governing Body

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2019, the Governing Body will ensure that:

- The School has a Child Protection/Safeguarding policy, procedures and training in place which are effective and comply with the law. The policy is made available publicly on the School website.
- The policy is reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- The School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head, a nominated Governor and other staff involved in the

recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust. (See appendix 2)
- There is a senior member of the School's Leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead and her Deputies, including the Head, undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years or every year for the DSL. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc. This training includes inter-agency working and the local authority's approach to Prevent duties such that they can provide support and advice to others;
- All other staff and volunteers who work with pupils (including Early Years practitioners within settings on the school site), undertake appropriate training which is regularly updated at least every three years; and that new staff and volunteers who work with pupils are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2019). Training includes indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers -"Guidance for Safer Working Practice for those who work with pupils in education settings October 2015".
- Information is provided to the Local Authority when requested, for example through the Annual Safeguarding Return
- There is an individual member of the Governing Body who will champion issues to do with safeguarding pupils and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- All Governors have safeguarding training along with the staff, either via the whole school safeguarding training sessions or within Council meetings or separately as appropriate
- The School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for pupils who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WSCP)
- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head and DSL they should assess the level of risk within the school and put actions in place to reduce that risk.

3.3 Head

The Head of the school will ensure that:

- the policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter- agency meetings, and contributing to the assessment of pupils

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping Children Safe in Education 2019 " which is detailed in Appendix 10 and include:

- Provision of information to the WSCP/Local Authority on safeguarding and child protection in compliance with section 14B of the Pupils Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Family Front Door (and/or Police where a crime may have been committed) and Disclosure and Barring Service
- Provide for a report to be sent promptly to the Disclosure and Barring Service, if the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned.
- Contact the Disclosure and Barring Service if a member of staff is suspended or redeployed because of concerns that they pose a risk of harm
- Discuss with the Head whether consideration is given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and whether a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence';
- Liaise with the Head to inform her of issues.
- Understand the assessment process for providing early help and make use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;
- Act as a source of support, advice and expertise within the school.
- Attend and contribute to child protection conferences and other key partnership risk management meetings when required
- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all new staff, temporary staff and volunteers have induction training which includes receiving the school Safeguarding policy, the Staff Behaviour and Code of Conduct policy, the Pupil Code of Conduct , safeguarding response to those children who go missing from education, the Whistleblowing Policy, details of the identity and function of the DSL(s) and a copy of Part 1 of KCSIE 2019 (also Annex A and Part 5 for those working directly with children), the online safety/acceptable use of technologies policy; and report any concerns immediately they arise including a report of child-on-child sexual violence or sexual harassment.
- Ensure that all staff are trained to manage a report of child-on-child sexual violence and sexual harassment
- Provide basic safeguarding training and a safeguarding leaflet for all contractors regularly in school.
- Ensure that all staff have read Part 1 of "Keeping Children Safe In Education 2019 " (every time it changes), and also Annex A and Part 5 for those who work directly with children, and that they sign to say they have done

so and ensure that the Head, members of staff and volunteers in regulated activity receive on-line safety training and that informal supplementary training is kept up-to-date at least annually;

- Keeping detailed, accurate and secure written records of concerns and referrals;
- Ensure that there are resources and effective training for all staff including training for the DDSL with responsibility for Looked After children, and appropriate training for the Prevent Lead.
- Have responsibility for online safety
- Keep up to date with new developments in safeguarding by accessing briefings and journals. Attend refresher training every year.
- Ensure compliance with relevant procedures and policies, for example in relation to safe record keeping and transfer.
- Carry out, in conjunction with the Head and Safeguarding Governor, an annual audit of safeguarding procedures, and ensure that any returns requested by the LA/WSCP (e.g. s 175/157 audit, CSE audit) are completed in a timely manner to enable the WSCP to meet its statutory duties

.

- Ensure that the school provides appropriate support for staff who may feel distressed when dealing with safeguarding concerns.

4 Records, Monitoring and Transfer

4.1
Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns (big and small) about a child or pupils within the school. Perceived small concerns such as a change in behaviour or appearance should be logged on CPOMS to enable the Safeguarding Team to build up a picture. Disclosures and more serious concerns should be recorded on the appropriate form (Appendix 1) found on Firefly or via safeguarding packs in Department offices and staff rooms. The record should include the child's words as far as possible and should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

4.2
Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3
Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Head.

4.4
Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g. child who repeatedly goes missing) and ensuring these are acted upon. Each standalone file should have a chronology of significant events.

4.5
Where children leave the school or college 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. If it is appropriate to do so, and in the interests of the pupil (for example, to ensure that in the case of continuing abuse, support can be put in place) the DSL will contact the new school or college in advance of the pupil leaving. When a child protection file is received from another school, the DSL will pass on relevant information to the SENCO if necessary.

4.6
A record of any allegations (proven) made against staff is kept in a confidential file by the Head.

5. Procedures for Managing Concerns

5.1 The School adheres to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children's Partnership https://www.safeguardingworcestershire.org.uk/

Where we identify pupils and families in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

5.2 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Confidentiality must not be promised and the pupil must be told that information will be passed on to the DSL or her Deputy. It is vital that the person receiving the disclosure does not ask leading questions nor tries to investigate the matter. In the case of peer eon peer abuse and sexual violence or sexual harassment illegal images of a child should not be viewed or forwarded.

5.3 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1 for pro-forma) and the pupil's own words should be used as far as possible. The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to pupil's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.

5.4 All referrals will be made in line with local procedures as detailed at http://www.worcestershire.gov.uk/info/20501/children_young_people_and_families

5.5 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the pupil's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head. Concerns should always lead to help for the pupil at some point.

5.6 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Head are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.7 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

5.8 Peer on peer abuse

We recognise that pupils are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, gender based violence/sexual assaults, sexual violence and sexual harassment; upskirting and sexting. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Abuse perpetrated by pupils can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up'. Pupils may be at risk from serious violence or be associated with criminal networks or gangs (including county lines) and any change in behaviour or new relationships with older individuals should be reported to the DSL.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Code of Conduct and Anti-Bullying policies.

Where a pupil discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures via WSCP) and seek advice from the Family Front Door or the Community Social Worker before commencing its own investigation or contacting parents.
We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Relevant staff are given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, Staff should be aware that such incidents and/or behaviours can be associated with factors outside the school and can occur between pupils outside the school. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.
Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website and seek advice from the Family Front Door or Community Social Worker before commencing her own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2019 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

5.9 Pupils with additional vulnerabilities

There are many pupils who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example pupils with special educational needs, disabled pupils, pupils in public care or privately fostered pupils. It is essential that the school knows who shares parental responsibility for pupils and has effective relationships with partner agencies in relation to these pupils (for example, Virtual School for Children in Care).

The school will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these pupils and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a pupil's disability without further exploration; no single point of contact for the school as a pupil has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the pupil; communication needs of a pupil which can lead to over reliance on parental accounts and interpretations.

5.10 Child Sexual Exploitation (CSE)

All staff are made aware of the indicators of sexual exploitation. It is sexual abuse involving criminal behaviours against pupils and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of pupils or young people. Victims can be boys or girls. Pupils and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking. A common feature of sexual exploitation is that

the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. Thechild may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

The DSL will use the Worcester Safeguarding Children's Partnership CSE Screening Tool[1] on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern the DSL should contact their local Missing and Child Sexual Exploitation Forum and email the completed CSE Screening Tool along with a Family Front Door (FFD) Cause for Concern form. If a child is in immediate danger the police should be called on 999.

5.11 Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism. The School assesses the risk of children being drawn into terrorism, and who may be at risk of radicalisation. The risk assessment is posted on Firefly.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some pupils are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The school is clear that exploitation of vulnerable pupils and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing pupils and young people from being drawn into terrorism[2].

The School seeks to protect pupils and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Worcester Police must be contacted by dialling 999. In non- urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Full details of our process for risk assessing visiting speakers are accessible under the policy documents on the Firefly staff area. Visiting speakers are checked carefully before they are permitted to address pupils and a member of staff is always present when they are on site.

[1] http://www.worcestershire.gov.uk/info/20054/safeguarding_pupils/273/child_sexual_exploitation_pathway
[2] https://www.gov.uk/government/publications/protecting-pupils-from-radicalisation-the-prevent-duty

5.12 Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may constitute domestic and/or sexual abuse

Honour based violence might be committed against people who

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;

- wear clothes or take part in activities that might not be considered traditional within a particular culture.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police[3].

The duty applies to all persons in the School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Concerns about FGM outside of the mandatory reporting duty should be reported as per the School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

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

[3] https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural- information

Breast ironing

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

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Whilst it is recognised that the risk is low within our school community staff should be aware of this form of abuse.
The School will contact the local authority of they have concerns about a pupil in this respect. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – the School will make a child protection referral and inform the Police as required by the mandatory reporting duty. Staff should not contact the parents before seeking advice from children's social care or make any attempt to mediate between the child/young person and parents.

5.13 Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with Family Front Door**.**

For further guidance, read Worcestershire's Forced Marriage, Honour-Based Violence and Female Genital Mutilation Protocol – January 2016.

5.14 Pupils Missing Education

Attendance, absence and exclusions are closely monitored by the DSL, Attendance Officer and Director of Pastoral Care who communicate on a daily basis. Attendance registers are checked regularly and patterns of attendance are monitored. The School holds at least two emergency contact numbers for each pupil. .The Attendance and Registration Policy Including Children Missing Education gives further details. ;

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where pupils go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Pupils Missing Education: Statutory Guidance for Local Authorities`[4]. The School alerts the local authority to any pupils who join or leave the school at non-standard transition points.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation or could be linked to trafficking. Staff must be alert to signs of pupils at risk of travelling to conflict zones, female genital mutilation and forced marriage and the particular vulnerabilities of looked after pupils who go missing. Pupils who do not return to school immediately after a holiday are followed up promptly and are monitored closely on their return.

5.15 Online Safety/sexting

There is a separate policy in relation to online safety and the use of internet on the school site. The school have a robust approach to promoting safety through the curriculum – E-safety Policy. The practice of pupils sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given pupils the opportunity to produce and distribute sexual imagery in the form of photos and videos. **(**sexting) Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.
- a person under the age of 18 creates and shares sexual images of themselves with adults
- a person under the age of 18 creates and shares sexual images of others (who are under the age of 18) with others (under or over 18).

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'[5]. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

[4] https://www.gov.uk/government/publications/children-missing-education
[5] https://www.safeguardinginschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the pupils involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

Immediate referral at the initial review stage should be made to Family Front Door/Police if

- the incident involves an adult;
- There is good 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 education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If these factors are not present, then the DSL will contact Family Front Door for advice at least in the first instance, and will follow their advice.

In applying judgement as to management within school or referral in line with child protection procedures, the following factors may be relevant.

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk
- there is a significant impact on the pupils involved;
- the image is of a severe or extreme nature;
- capacity of child and understanding of consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- there are previous similar incidents.

5.16 Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL and the Director of Pastoral Care have the skills, knowledge and understanding to keep looked after children safe and ensure that appropriate staff have the information they need in relation to a child's looked after legal status .They have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her as well as details of the child's social worker.

5.17 Allegations against staff

All staff should be mindful of the position of trust that they are in when working within an education setting. They need to comply with guidance about conduct and safe practice, including safe use of mobile phones, details of which are outlined in the EYFS Policy and the Acceptable Use Policy. The use of personal mobile devices is not permitted in our EYFS setting.

Pupils' allegations or concerns about staff conduct will be taken seriously and followed up in a transparent and timely way. If the allegation is made against staff including the DSL or a volunteer it should be reported to the Head, or in her absence the Chair of Governors or nominated Safeguarding Governor.

If an allegation is made against a residential member of the Boarding Staff the staff member concerned will be moved to alternative accommodation whilst the case is being investigated.

If an allegation is made which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Head, unless the allegation concerns the Head, in which case the Chair of Governors will be informed immediately but the Head will not be informed.

The Head or Chair of Governors, as appropriate, on all such occasions will discuss the content of the allegation with LADO, prior to undertaking any investigation.

The school will follow the DfE and West Mercia procedures LA procedures for managing allegations against staff, a copy of which is available in school. All allegations are reported to the LADO immediately and within one working day at the latest; in the most serious of cases and if a crime has been committed, the police must be informed.

The Head (or Chair of Governors) will be guided by the LADO and an HR consultant when considering suspension or other neutral protective steps.

Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law; this includes verbal conversations or written material including content placed on social media sites.

5.18 Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that staff are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures[7] if necessary.

[7] http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements

5.19 Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'. Staff need to be aware of this duty and inform the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL will then contact the NCA.

5.20 Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

5.21 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL 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. In most cases staff will consider 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 DSL or Director of Pastoral Care should ensure appropriate referrals are on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

6 Other Relevant Policies and Procedures

The Governing Body's statutory responsibility for safeguarding the welfare of pupils goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies and procedures, all of which can be found on Firefly in the Staff Handbook:

- Staff Behaviour and Code of Conduct
- Anti-Bullying (including Cyberbullying)
- Rewards and Sanctions
- Pupil Supervision
- Pastoral Care
- Physical Contact and Reasonable Force
- Educational Visits
- Health and Safety
- SEND
- Equal Opportunities
- Medical
- First Aid
- Induction of New Staff
- Whistleblowing
- Acceptable Use Policy
- E Safety Policy
- Digital Devices
- Visiting Speakers
- Visitor Policy
- Complaints

7 Safer Recruitment and Selection of Staff

7.1 The School's safer recruitment processes follow the Statutory Guidance: Keeping Children Safe in Education September 2019, Part Three: Safer recruitment. The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

7.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard pupils and to identify, deter or reject people who might pose a risk of harm to pupils or are otherwise unsuited to work with them. (Teachers are checked using the Teacher Services website)

7.3 In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one-day Safer Recruitment training course. Our governors are subject to an enhanced DBS check without barred list check.

7.4 The School maintains a single central record of recruitment checks for audit purposes.

7.5 All staff working within our school who have substantial access to pupils have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.

7.6 Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

7.7 Volunteers who are not working in regulated activity, will be supervised at all times.

7.8 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

7.9 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

7.10 New starters including volunteers receive a safeguarding induction and are briefed on the Staff Behaviour and Code of Conduct Policy, Whistleblowing Policy and the Safeguarding Policy.

7.11

APPENDIX 1

Logging a Concern about a Child's Safety and Welfare – all staff and visitors

Pupil's name: D.o.B. Yr. group.	
Date:	Time:
Name: …… Print	…… Signature
Position:	
Note the reason(s) for recording the incident.	
Details of concern/incident - record the who/what/where/when factually (use reverse or continuation sheet if necessary):	
Any other relevant information (witnesses, immediate action taken)	
Action taken Reporting staff signature …… Date ……	
DSL – Response/Outcome DSL signature …… Date ……	

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD

Appendix 2

Recognition & Identification of Abuse
Taken from Working Together to Safeguard Children 2018, Appendix A

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children. Abuse can take place wholly online or technically may be used to facilitate offline abuse

Indicators of Abuse
Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

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

Emotional abuse is difficult to:
- define
- identify/recognise
- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:
Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.') Overreaction to mistakes
- Extreme fear of any new situation
  Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression

Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present.

Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding.

Toddler/Pre-School – head banging, rocking, bad temper, 'violent', clingy. From overactive to apathetic, noisy to

quiet. Developmental delay – especially language and social skills.
School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised.

Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour.

Child may be underweight and/or stunted.

Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement. Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

NEGLECT
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.6

Common Concerns:
With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers
- Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:
- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of commission (where a parent/carer deliberately neglects the child) and acts of omission (where a parent's failure to act is causing the neglect). This is a key consideration with regard to

school attendance where parents are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However, school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:
Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

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

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the DSL without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.
- Physical signs:
- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:

  Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;

  Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
  Bruising patterns can suggest gripping (finger marks), slapping or beating with an object. Bruising on the cheeks, head or around the ear and black eyes can be the result of non- accidental injury.

Other injuries:

- Bite marks may be evident from an impression of teeth
- Small circular burns on the skin suggest cigarette burns
- Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
- Red lines occur with ligature injuries
- Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
- Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
- Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
- Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

SEXUAL ABUSE

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

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other activities but can also be perpetrated by other children.

Characteristics of child sexual abuse:
It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.

Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done in person or via the internet through chat-rooms and social networking sites;
Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat-rooms and social networking sites.

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares
- In older children behavioural changes may include:
- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and

withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically

- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse
- Physical signs and symptoms for any age child could be:
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.
If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed

- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
- In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

APPENDIX 3

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.
'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' (DfE – February 2017)

The definition and further guidelines can be found in the DfE document : Child sexual exploitation - Definition and a guide for practitioners

Who is at risk?
Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST[7]
The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'- based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence

[7] The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and

Gangs.

- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited:**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the WSCP website: http://www.worcestershire.gov.uk/cms/safeguarding-our-children/child-sexual-exploitation.aspx

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Worcestershire Pathway for dealing with issues of CSE, including completion of the screening tool.

Appendix 4

Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters* agenda:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

What you might see in school

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because of what is happening at home;

- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which power is used to control the opposite sex. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

The School may support individual pupils by:

- Introducing a **whole-school philosophy** that domestic abuse is unacceptable;
- **Responding to disclosures** and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- **Giving emotional support** – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- **Facilitating a peer support network** – children and young people can become isolated but often welcome talking to friends about their problems;
- **Offering practical support** – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- **Providing somewhere safe and quiet** to do their homework or just to sit and think;
- **Improving the self-esteem and confidence** of children and young people by:
  - offering them opportunities to take on new roles and responsibilities;
  - offering tasks which are achievable and giving praise and encouragement;
  - monitoring their behaviour and setting clear limits;
  - criticising the action, not the person;
  - helping them to feel a sense of control in their school lives;
  - involving them in decision making;
  - helping them to be more assertive;
  - respecting them as individuals;
  - encouraging involvement in extra-curricular activities.
- Working with West Mercia Police and Worcestershire CC through Operation Encompass

From The Expect Respect Education Toolkit – Women's Aid

Advice for schools on receiving notification of a Domestic Abuse incident

Background

Following a call to a domestic abuse incident where children are involved, Police notify Social Care and Health. the school DSL or Director of Pastoral Care will receive an e-mail via their secure communications system on the Children's Services Portal, from the Operation Encompass informing them that an incident has taken place and giving them a copy of the Police log. For high risk cases, they will also be contacted by telephone and asked whether they have any concerns about the children at school. Social Care will also inform parents that the notification has been received and shared with other agencies and that the information will be treated confidentially. **On receiving a Domestic Abuse notification, the DSL will** complete the Operation Encompass referral record, notify the relevant Head of Year and form tutor (but not give details regarding the perpetrator), and monitor/offer support to the pupil as needed.

School action

On receiving this information, the DSL must**:**

- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place. This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action. **Please note that school may receive further communication about this same incident, once further assessment of the situation has been undertaken by Police – be careful not to log this as a separate incident.**
- Inform any staff of notification on a 'need to know' only basis – e.g. class teacher/form tutor.
- Alert all staff who teach pupil with minimum of information – e.g. 'This pupil may need extra support / may need extra time to complete homework'.
- Monitor pupil behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Family Front Door as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed.
- Provide appropriate support for child, **if required** – do not question pupil about the incident. Respect the child's decision on whether or not they wish to discuss the situation.
- Provide appropriate support for adult, **if asked** – e.g. helpline number (0800 980 3331) or website address: **http://www.worcestershire.gov.uk/info/20379/domestic_violence_and_sexual_abuse**

Bear in mind:

- Victim of incident may be anxious that the information will be shared inappropriately.
- Notification may not give details as to which parent is the perpetrator/victim – any disclosure to the 'wrong' parent could heighten risk.
- Need to be aware who is 'connected' to the child – e.g. TA/lunchtime supervisor may be child's relative / friend of the family.
- **Inappropriate sharing of information could heighten the risk for the victim and/or the child.**

If in doubt, consult with the Family Front Door (01905 822666)

Appendix 5

Forced Marriage – a Form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the pupil's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Pupils may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications

Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture

Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married.

The law

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16th June 2014, to force someone to marry. This includes:

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

What to do if a pupil seeks help

- The pupil should be seen immediately in a private place, where the conversation cannot be overheard.
- The pupil should be seen on her own, even if she attends with others.
- Develop a safety plan in case the pupil is seen i.e. prepare another reason why you are meeting.
- Explain all options to the pupil and recognise and respect her wishes. If the pupil does not want to be referred to Children's Services, you will need to consider whether to respect the pupil's wishes — or whether the pupil's safety requires further action to be taken. If youtake action against the pupil's wishes you must inform the pupil.
- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the pupil not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the pupil with her consent to the appropriate local and national support groups, and counselling services.

What to do if the pupil is going abroad imminently

The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the pupil and to repatriate her:

- a photocopy of the pupil's passport for retention — encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of pupil under threat
- pupil's father's name
- any addresses where the pupil may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

Specific information

It is also useful to take information that only the pupil would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the pupil.

Professionals should also take details of any travel plans and people likely to accompany the pupil. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the pupil — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should not do

- treat such allegations merely as domestic issues and send the pupil back to the family home
- ignore what the pupil has told you or dismiss the need for immediate protection
- approach the pupil's family or those with influence within the community, without the express consent of the pupil, as this will alert them to your concern and may place the pupil in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the pupil
- breach confidentiality except where necessary in order to ensure the pupil’s safety
- attempt to be a mediator.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

Email: fmu@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

FMU publication: '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09*

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage' Government Office - November 2008* and Interagency Guidance on Forced Marriage on the WSCP website.

Ref: WSCB regional procedures 'Forced Marriage' and Worcestershire's Forced Marriage, Honour- Based Violence and Female Genital Mutilation Protocol – January 2016.

APPENDIX 6

Female Genital Mutilation (FGM) – a Form of Human Rights Abuse

What is FGM?

FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)

Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)

Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris

Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'sunna'.

Why is FGM carried out?

It is believed that:

- it brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- it preserves a girl's virginity/chastity.
- it is part of being a woman as a rite of passage.
- it upholds the family honour.
- it cleanses and purifies the girl.
- it gives the girl and her family a sense of belonging to the community.
- it fulfils a religious requirement believed to exist.
- it perpetuates a custom/tradition.
- it helps girls and women to be clean and hygienic.
- it is cosmetically desirable.
- it is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

Within which communities is FGM known to be practised?

According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM.

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leone, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practise FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communitiesa great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

Is FGM harmful?

FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health.

FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the weddingnight.

Repeat urinal tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

Is it illegal?

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

Signs, symptoms and indicators

The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- a young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued

- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral. Schools should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Mandatory Reporting Duty

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on 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 in England and Wales, to personally 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 will face disciplinary sanctions.

Further information on when and how to make a report can be found in the following Home Office guidance: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information (October 2015).

Appendix 7

Sexting

What is sexting?

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexting is often seen as flirting by children and young people who think that it's part of normal life.

Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios. Sexting incidents can be divided into two categories – aggravated and experimental[8]:

Aggravated incidents of sexting involve criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

The consequences of sexting can be devastating for young people. In extreme cases it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocently image which may have, in fact, been created for exploitative reasons.

Because of the prevalence of sexting, young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the 'cultural norms' for adults can be somewhat different. Some celebrities have made comments which appear to endorse sexting – 'it's okay, as long as you hide your face' - giving the impression that sexting is normal and acceptable. However, in the context of the law it is an illegal activity and young people must be made aware of this.
The Law - Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. 'Indecent' is not defined in legislation. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and the young person involved will be listed as a 'suspect.' This is not the same as having a criminal record.
Every 'crime' recorded on police systems has to be assigned an outcome from a predefined list of outcome codes. As of January 2016 the Home Office launched a new outcome code (outcome 21) to help formalise the discretion available to the police when handling crimes such as youth produced sexual imagery. This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest

[8] *Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011*

Action to take in the case of an incident of sexting

Step 1 – Disclosure by a pupil

Sexting disclosures should follow the normal safeguarding practices and protocols. A pupil is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the pupil disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the pupil need immediate support and or protection?
- Are there other pupils and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 – Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need. It is not usually appropriate to search a device and there should be a very strong case for doing so. Before a device is searched advice should be sought from the DSL.

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing.

Always put the child first.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow pupils to view images or send, share or save them anywhere. If the

image has been shared across a school network, a website or social network:

- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a pupil has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the pupil, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The pupil will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all pupils the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the pupils.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other pupils. The school, its pupils and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The pupils' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for pupils in relation to the incident is very important.

Step 8 – Reviewing outcomes and procedures to prevent further incidences

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in school. Further information is available from the NSPCC

Appendix 8

Radicalisation and Extremism

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify pupils at risk;
- Keeping pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self- esteem; they may have dissociated from their existing friendship group and become involvedwith a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations**: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement or reintegration.

- **Special Educational Need**: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
  - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Referral Process

All concerns about young people vulnerable to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.;
- Discussion with parents/carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.

If concerns persist, then the DSL should complete the Channel Referral Form (available from the WSCP website) and submit to the Family Front Door via a Cause for Concern Notification, normally with the knowledge and consent of the young person.

The referral will then be subject to a triage process to decide whether or not it meets the threshold for a referral to Channel. If it does, the DSL should be prepared to attend the Channel Panel meeting to share the concerns and help identify any intervention required. Further feedback to the Channel Panel will be expected following intervention to decide whether there are still concerns.

Further information can be found in the WSCP regional local procedures.

Malvern St James risk assesses our pupils in the light of the Prevent Duty and a copy of the latest risk assessment can be found on Firefly.

Appendix 9

Boarding

This whole school Safeguarding (Child Protection) policy applies to the school's provision for boarding and also provides evidence of compliance with the National Minimum Standards for Boarding Schools (2015) including:

- Standard 2: Boarders' Induction and Support
- Standard 11: Child Protection
- Standard 14: Staff Recruitment and Checks on Other Adults

Security

All pupils must sign in and out of the Boarding Houses on the sheets provided and must inform staff of any plans that take them off the School sites. During the week, the pupils are registered in the morning and afternoon in school. Boarders are additionally checked in at supper and at night. During the weekends, additional checks are made throughout the day. Should a boarder be found to be missing, then staff would follow the procedure for when a boarder is missing which can be found in the Boarding Drive and is displayed in all the House duty offices.

Boarders may go off the school grounds with permission from their Housemistress. Pupils in Year 11 and below must always be in groups of three. Pupils in the Sixth Form may go out in Malvern during the day alone but must be in groups of two if they are going out in the evening or to Worcester and in groups of three if they are going further. Exceptions to this will only be made for unique situations and must be authorised by the pupil's parents or guardians.

Each Boarding House has its own digital door lock with a unique code that is changed each term or more frequently as necessary. Additionally, there is a night watchman who works throughout the night, making regular checks of the buildings/grounds and can be called upon in an emergency.

The school requires an enhanced DBS with barred list certificate, completed in advance, for all adults who live on the school site or are regular overnight visitors. The partners of staff, as well as any regular visitors over the age of 18, must also undergo safeguarding training provided by the school. Any other visitors, including outside delivery, housekeeping and maintenance personnel are provided with staff supervision when visiting boarding accommodation to prevent any substantial unsupervised access to boarders or their accommodation. Residential staff may have personal visitors to their accommodation. The responsibility for such visitors rests with the member of staff being visited and they must be signed into the Boarding Staff Visitor Log. It is important that the host ensures that guests are aware of the fact that certain restrictions apply because they are visiting a school. Any of these visitors who stay overnight must be checked through List 99.

Transport

The school uses specified taxi companies for boarders' transport who have put in place DBSs for all their drivers. Additionally, a Heathrow coach operates at the beginning and end of each holiday with school escorts to accompany and supervise the pupils. House staff will occasionally take pupils to appointments in their own cars.

Exeats and Holidays

Before each holiday and exeat, parents or guardians complete a form with the pupil's destination and how they will travel there. All of this information is monitored and stored in the Houses. If a pupil does not return to school at the expected time, parents and guardians are contacted.
Occasionally a pupil may be invited to a friend's house overnight. In these cases, an invitation must always be received from the host family and permission granted by the pupil's parents or guardian.

Guardians

All pupils whose parents who do not reside in Great Britain or who may be abroad for a period of time on business or holiday, are required to have a guardian in Great Britain. This person must be available at all times to act on their behalf and respond to the needs of both the pupil and the school. It is the parent's responsibility to arrange a suitable guardian for their daughter. Whilst the School is not responsible for guardians, they are all sent the school's Guidelines for Guardians at the beginning of the year. If House Staff are concerned about a pupil's guardian, they will discuss it with the Director of Boarding who may contact the pupil's parents.

Peer on Peer Abuse

All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the potential for peer on peer abuse in the boarding community which may also include sexual violence or sexual harassment. When dealing with abuse by young people on peers, the school will follow the key safeguarding documents, (KCSIE 2019 and Working Together to safeguard children) even when the alleged perpetrator is a child as detailed earlier in this document.The school will implement its usual safeguarding and anti-bullying policies and recognises that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue.

Arrangements for alternative accommodation should a member of staff be suspended pending an investigation

Where a member of boarding staff is suspended pending an investigation of a child protection nature, immediate arrangements for alternative accommodation away from children will be made for the member of staff.

Appendix 10

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf

Effective date of the Policy:	September 2019
Review date:	LIVE POLICY. 22 January 2020
Circulation	Members of School Council / all staff / parents / pupils via website

Authorised by	Resolution of the School Council
Signature	
Chair of Governors	