Summerhill School

Safeguarding and Child Protection Policy

Version: Review October 19/SS

Summerhill School

Policy Tracker – Responsibility for monitoring this policy: Sarah Jane Sprouting (Reviewed Annually or in response to changes in legislation or LSCB operating procedures)				
Date	**Reviewed By:**	**Role**	**Date Approved by the Governing Board**	**Date Shared with Staff**
August 2018	Sarah Jane Sprouting	Assistant Headteacher / DSL	September 2018	September 2018
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1 Purpose and Aims

1.1 Summerhill School fully recognises its responsibilities for safeguarding children (child protection).

1.2 Our policy applies to all staff, volunteers, governors and visitors in the school.

1.3 There are five main elements to our policy:

- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried

- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (Section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Working Together to Safeguard Children (DfE 2019)
- Keeping Children Safe in Education (DfE 2019)
- Procedures set out by the Dudley Safeguarding People Partnership (DSPP), interagency child protection and safeguarding procedures all available on DSPP website, http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/

3 The Role of the Designated Safeguarding Lead

3.1 The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. Appendix 2 of this document, drawn from *Keeping Children Safe in Education*, provides more detailed information on these areas of responsibility.

3.2 The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

3.3 In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Dudley's Children's Social Care Thresholds and Practice Standards, available at:
http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/safeguarding-children-procedures/
The DSL will consult with the MASH if still unsure on whether to refer.

3.4 The Designated Safeguarding Lead will make decisions on whether to refer a case to the Channel programme where there is a radicalisation concern as required.

3.5 The Designated Safeguarding Lead will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

3.6 The Designated Safeguarding Lead will refer cases where a crime may have been committed to the Police as required.

3.7 The Designated Safeguarding Lead will liaise and act as a source of support, advice and expertise for all staff.

3.8 The Designated Safeguarding Lead will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

3.9 The Designated Safeguarding Lead will have a solid understanding of new and current safeguarding themes and regularly train staff.

3.10 The Designated Safeguarding Lead will undertake Prevent awareness training.

3.11 The Designated Safeguarding Lead will understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

3.12 The Designated Safeguarding Lead will raise safeguarding awareness within the school setting and in the wider community.

3.13 The Designated Safeguarding Lead will ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.

3.14 The Designated Safeguarding Lead will be available (during school hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

4 The Role of the Governing Body

4.1 Part 2 of Keeping Children Safe in Education (DfE, 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

4.1.1 Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school's Governing Body

4.1.2 Ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead as defined in *Keeping Children Safe in Education*, and given in Appendix 1 of this document. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.

4.1.3 Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy.

4.1.4 Ensure that on arrival at school all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead or his/her Deputy, and the names of the Designated Safeguarding Leads and his/her Deputy.

4.1.5 Make this policy available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

4.1.6 Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues (eg Child Sexual Exploitation), set out in Appendix 1.

4.1.7 Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE 2018). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:

- Working with Early Help http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/
- Working to help identify children and young people who are privately fostered
- Working with the Child Sexual Exploitation (CSE)
- Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.

4.1.8 Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:

- Attendance at case conferences
- Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**.

4.1.9 Ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Dudley Safeguarding Children Board.

4.1.10 Ensure there is a staff behaviour (code of conduct) policy, which links to this Safeguarding and Child Protection Policy, and which is shared with all current staff and forms part of the induction training for new staff.

4.1.11 Ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

4.1.12 Review this Safeguarding and Child Protection Policy, and its effectiveness, annually (**no later than the date of next review given on the front cover**).

5. The Role of the Headteacher

5.1 The Headteacher, supported by the Designated Safeguarding Lead, must ensure that this policy and associated procedures are followed by all staff.

5.2 Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

6. Confidentiality

6.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Dudley Safeguarding Children Board protocols.

6.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

6.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

6.4 Safeguarding concerns follow the school Data Protection Policy and Privacy Notice

6.5 "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children" (KCSIE 2019)

7. Communication with Parents/Carers

7.1 Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

7.2 If Parents and Carers have concerns they should contact either the Designated Safeguarding Lead or the Designated Safeguarding Deputy.

8. Whole Staff Responsibilities and Procedures

8.1 Schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who is exposed to children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. **All** staff have a responsibility to provide a safe environment in which children can learn.

8.2 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

8.3 All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 1 for details). Procedures for dealing with a disclosure are given in section 9 of this document.

8.4 If concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in **section 19** of this document must be followed.

8.5 Mandatory reporting of FGM Section 5B of the 2003 Act1 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England

and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

9 Dealing with Disclosures

9.1 All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories are described in more detail including signs indicating the possibility of abuse are described in Appendix 4. The abuse may be instigated by one or more adults, and/or other children and young people.

9.2 If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead immediately so that MASH: **0300 555 0050** can be informed and the necessary protective measures implemented.

9.3 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff are aware of the signs and behaviour which **may** indicate abuse, as noted in Appendix 3.

9.4 All staff must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

9.5 When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:
- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.

- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Record and refer to Safeguarding Team via CPOMs, sign and date the record of the disclosure.
- At no time should an individual teacher/member of staff consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.

9.6 The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated **written** record of the concern/disclosure, using the agreed school pro forma on CPOMS.

9.7 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

9.8 The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary).
When the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, has been informed, they will make the decision whether or not to refer the concern to Social Care. On the question of how to decide whether to refer to Social Care please refer to Dudley Safeguarding Children Board's Thresholds.
Use links:
http://safeguarding.dudley.gov.uk/report-it/
http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/safeguarding-children-procedures/

9.9 Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time.
Referrals to MASH: 0300 555 0050
http://westmidlands.procedures.org.uk/ykpqp/statutory-child-protection-procedures/referrals

9.10 Additional referral guidance is provided in Appendix 4.

10 Record Keeping

10.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.

10.2 Records will be kept in line with the schools

10.3 The information contained will be regarded as confidential. Any request for access to the information by non-Dudley Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Designated Safeguarding Lead who is advised to seek legal advice before acting.

11 Early Help

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11.1 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

11.2 Early Help is taking action early and as soon as possible to provide support where problems are emerging for children, young people and their families, or with a population most at risk of developing problems. Early help support may be provided at any point in a child or young person's life.

11.3 The local Early Help Strategy Hub and family centre is Brierley Hill Family Centre, 8 Parkes Street, DY5 3DY, 01384 813322, fs.brierleyhill@dudley.gov.uk

11.4 Further information regarding the Early Help Strategy and Thresholds can be found at https://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/

12 When to be Concerned

12.1 All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

12.2 Below are definitions of key terms regarding abuse, neglect and safeguarding.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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

abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see *).

Neglect: 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, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

12.3 Appendix 3 has signs of abuse and neglect

13 Specific Safeguarding Issues

13.1 **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

13.2 **Peer on peer abuse & relationship abuse**

All staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

13.3 **Child Sexual Exploitation**

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 either in exchange for something the victim needs or wants, and/or, 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.

Some of the following signs may be indicators of child sexual exploitation:

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

13.4 Child Criminal Exploitaion – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

13.5 Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

13.6 Preventing Radicalisation & Prevent

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

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

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

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

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

13.7 Sexual Violence and Sexual Harassment between Children

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

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups, EG girls, LGBT and SEND students are potentially more at risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter" or "boys being boys";

- challenging behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:
Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline. It can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment which may include sharing of sexual images/videos, sexualised online bullying, unwanted sexual comments and messages and coercion/threats .

Upskirting

- 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

13.8 **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

14 Online Safety

14.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety allows us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

14.2 All school accounts are protected by filters provided by RM

14.3 Esafe is used within the school to monitor both staff and students online.

14.4 Whilst monitoring and filtering within school it is important to remember that many students will have unlimited and unrestricted access to the internet via 3G and 4G. Guidance on the use of technology in school can be found in the Consistencey Framework.

14.5 DfE guidance on Searching, Screening and Confiscation (January 2018) can be found on the following link https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

14.6 DfE guidance on Teaching Online Safety in Schools 2019

15 Looked After Children

15.1 The most common reason for children becoming looked after is as a result of abuse or neglect.

15.2 The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

15.3 The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

16 Virtual School Head

16.1 The Virtual School Heads receive pupil premium plus additional funding. The designated teacher for looked after children should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in school and meet the needs identified in the students personal education plan.

16.2 The Virtual School Head for Dudley is Andy Wright, 01384 813493.

17 Children with SEN & Disabilities

17.1 Children with SEN & Disabilities can face additional safeguarding challenges.

17.2 There are additional barriers that can exist when recognising abuse and neglect with students with SEN & Disabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

- The potential for children with SEN & Disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

18 Safer Recruitment

18.1 The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education. The school should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

18.2 The School Staffing (England) Regulations 2009 require at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

19 Children Missing Education (CME)

19.1 We recognise that a child going missing from education is a potential indicator of abuse or neglect.

19.2 Our procedures for dealing with children that go missing from education are based on the Local Authority and West Midlands Safeguarding Children procedures.

19.3 Staff are made aware of these procedures at induction and through our attendance policy.

19.4 We will make every attempt to obtain more than one emergency contact number for each child registered at Summerhill school to ensure we are able to make contact with a responsible adult when a child missing education is also identified as a welfare and or safeguarding concern.

19.5 We will ensure that we inform the local authority when removing a child from the school role at standard and non-standard transition points in line with the DfE guidance on Children Missing Education.

20 Allegations of abuse made against teachers and other staff

20.1 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

20.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children. *(These 3 points, drawn from Keeping Children Safe in Education (DfE 2019), represent the DSPPB threshold for position of trust strategy meetings.)*

20.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

20.4 All members of staff/volunteers must report any such concerns to Headteacher. Failure to report it in accordance with procedures is a potential disciplinary matter.

20.5 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:

- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
- Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Stress that it was the right thing to share the concerns.
- Explain what has to be done next and who has to be told.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

20.6 The member of staff must provide the Headteacher with a signed, dated **written** record of their concerns, using the agreed school concern pro forma, without delay.

20.7 The Headteacher **will not investigate the concern itself**, or **take written or detailed statements**, but will assess whether the concern meets any of the criteria set out in **section 12.2** above. If any of the criteria are met then the Headteacher **must contact the LADO within one working day**, and provide the LADO with **written** confirmation of the concern. The name and contact telephone of the LADO are given on the front cover of this policy

20.8 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern.

20.9 If concern is raised regarding the Headteacher, then the Chair of Governors will be contacted, whose name and contact telephone number are given on the front cover of this policy. In the absence of the Chair of Governors, the Vice Chair will be contacted, whose name and contact telephone are given on the front cover.

20.10 In the event concern regarding the Headteacher the Chair of Governors (or the Vice Chair) shall contact the LADO (within one working day), whose contact details are given on the front cover of this policy.

21 Whistleblowing

21.1 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

21.2 Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

21.3 Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at:

- Advice on whistleblowing https://www.gov.uk/whistleblowing or via the whistleblowing policy.
- The NSPCC whistleblowing helpline is available as an alternative https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/
  Or call 0800 08 0285

22 Safeguarding in the Curriculum

22.1 The school will teach children about safeguarding, including online through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Global Learning lessons and House time.

22.2 Topics within Global Learning include:

- Bullying
- Drugs

- Sex Education
- British Values
- Online Safety
- Radicalisation and extremism
- Child Exploitation
- Health and Wellbeing
- Violence

22.3 The school will ensure that they contribute to inter-agency working in line with statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

22.4 All educational visitors (theatre companies, charities etc) are required to sign in at school reception and follow school guidance. In addition to this all visitors who cannot provide DBS clearance will be escorted around the building and not left unsupervised with students.

23 Safeguarding Training

23.1 The Headteacher must undertake training on safeguarding and child protection at least once every three years.

23.2 In addition to basic child protection training the Designated Safeguarding Lead and Deputy must attend DSL refresher safeguarding training at least bi-annually.

23.3 Any newly appointed Designated Safeguarding Lead must attend the *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that they are waiting to receive training.

23.4 All other staff, who work with children, will undertake safeguarding and child protection training (this should be carried out by the Designated Safeguarding Lead in School) to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.

23.5 All new members of staff will receive safeguarding and child protection training as part of their induction programme.

23.6 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) should be provided on a

regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

23.7 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

24 Special Circumstances

24.1 **Educational Visits**
All school visits comply with local guidance. Refer to the Educational Visits Policy

24.2 **Children with Medical Needs and Administration of Medicine**
Summerhill school has several students that have medical needs and/or the administration of medicine. Specific guidance regarding this can be found in the Supporting Students with Medical Conditions Policy.

24.3 **Site Security**
School is open from 7:30am and closes at 7pm, however students should not be in the building before 8am or after 5pm. All visitors are required to report to school reception and sign in, where they will be issued with a visitor badge. If a visitor does not have DBS they will be accompanied around school by a member of staff. All visitors are also required to sign out at the end of their visit and leave via reception doors.

24.4 **Intimate Care**
Some students at Summerhill require intimate care due to their medical needs. This is discussed further in the Supporting Students with Medical Conditions Policy.

24.5 **Work experience**
The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2016.*

24.6 **Child's Wishes/Views**
The wishes and views of the child are of the upmost importance. At all times the views and wishes of the child will be sought via a trusted adult and shared with all appropriate agencies.

24.7 **Regulated Activity**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf provides guidance on

regulated activity.

24.8 **Positive Mental Health**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

24.9 **Children with Mental Health Issues**

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

24.10 **LGBTQ+**

Some students may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required.

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APPENDIX 1: Part One of *Keeping Children Safe in Education (DfE 2019)*

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Annex A: Further information

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

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

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

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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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county

lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism[102] should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

[102] Home Office - Modern slavery victims: referral and assessment forms.

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

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

Homelessness

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

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

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

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[103] that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all

[103] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[104] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

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

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

Preventing radicalisation

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

[104] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Extremism[105] is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation[106] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[107] to the need to prevent people from being drawn into terrorism".[108] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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[105] As defined in the Government's Counter Extremism Strategy.
[106] As defined in the Revised Prevent Duty Guidance for England and Wales.
[107] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
[108] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003[109] as described below:

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

[109] Legislation.gov.uk

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

What is consent?[110] Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.[111]

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[112] It may include:

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

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[110] It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here.

[111] PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

[112] Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting[113]

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 35 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice

[113] Additional information can be found at GOV.UK.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Children and the courts	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG

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Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

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APPENDIX 2: Role of the Designated Safeguarding Lead

Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead.[114] The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;

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[114] When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

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

Training

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

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.[115]

[115] Full details in Chapter one of Working Together to Safeguard Children.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;[116]
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

[116] Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

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. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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APPENDIX 3: Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations

- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies

- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

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APPENDIX 4: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you form the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse

- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact MASH: **0300 555 0050**. Further guidance on making a decision is provided in Thresholds and Practice Standards, available at: http://dudleychildcare.proceduresonline.com/p_contacts_referral.html#initialcon

APPENDIX 5:

PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD

Name Of DSL And Dep DSLs:
Mrs Sarah Jane Sprouting
Mrs Sarah Flanagan
Mr Adrian Cresswell
Mr Kevin Quirke

Safeguarding Governor:
Mrs Michelle Hammond

Complete Online Monitoring System or use Referral Form if not available.
(DSL MUST receive a concern in writing)

Deliver/Report all concerns to:
Mrs Sarah Jane Sprouting

Local Authority DO/Risk: (For concerns about an Adult/person in Position of Trust)

Contact Details:
Yvonne Nelson-Brown
01384 – 813110

DSL reviews concern, identifies level of need and makes a decision about the Next Steps

Decision To MONITOR The Concern	Decision To DISCUSS The Concern With Parent/S Carer	Decision to REFER the concern to Childrens Social Care (CSC)
MONITOR ↓	DISCUSS ↓	REFER ↓
School worker asked to monitor pupil and feedback to the DSL within an agreed timescale	After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker or make a referral into CSC	DSL speaks with Head/Governor and agrees to refer into CSC

MONITOR ↔ REFER ↔

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AT ALL TIMES RECORD

Remember:
ANYONE CAN MAKE A REFERRAL AND REPORT DIRECTLY INTO CSC.

DSL retains Concern Form/incident details in secure, confidential Safeguarding File

Contact details for:
Children's Social Care referrals:

PREVENT/Channel referrals:

APPENDIX 6: Using CPOMs Guidance

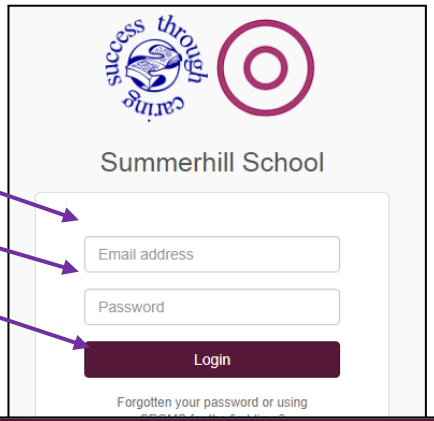
Log On

1) https:/summerhillschool.cpoms.net
2) Use your school email address
3) Enter your password

FIRST TIME LOG ON

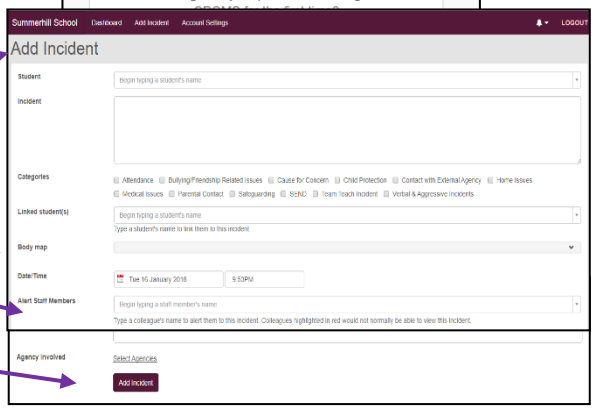
4) Click on Forgotten your password or Using CPOMS for the first time button.

This will let you set up your own password.



Adding an Incident

1) Click "Add Incident" on top bar
2) Add all students names
3) Add all details
4) Click "who should I alert?" button to inform Safeguarding team.
5) Add marks to the body map or upload files.
6) Click "Add Incident"



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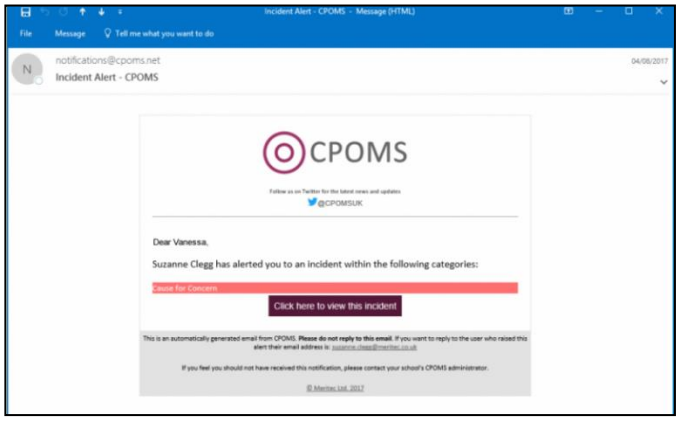
Reading an Incident



You may receive an email to make you aware of the face that you have been sent an alert by a member of staff in school.
The email will tell you who has created the alert and which category it comes under but no other information. It will then give you a link to the log page for you to view the content in full.
Once you have read and dealt with an incident, you can choose to 'Add Action" below the content, to add in the detail of any action you have taken. Once you have added your action you can mark the incident as read to acknowledge that you have seen the incident and understand the content.

Extra Features
Hide Names mode – available in the top right hand corner of your screen. This will star out the names of all students within the system. This follows suit throughout every page until you turn it off by re-clicking the button which would now be called Show Names.
Blank Screen – available in the top right-hand corner of your screen. This provides you with a cover to hide your screen. This is particularly useful if you are interrupted by someone who you do not want to see your screen when adding a new incident, without having to lose where you are. The blank screen mode will automatically activate after 15 minutes of inactivitiy.

APPENDIX 7: Leaflet for Visitors

Summerhill School

Safeguarding Team

Sarah Jane Sprouting
Safeguarding Lead
(DSL)

Sarah Flanagan
Safeguarding Team

Adrian Cresswell
Safeguarding Team

Allegations against Adults

- If an allegation is made against a member of staff, visitor or volunteer it should be reported immediately to the Designated Safeguarding Lead who will then inform the Executive Headteacher
- If the allegation is made against the Executive Headteacher it must be reported to the Chair of Governors Mrs Carol Fletcher
- In all cases the Local Authority Designated Officer will be notified

After an allegation

The Safeguarding Team will gather relevant information, link with outside agencies and decide on a course of action, which may involve the Police or Children's Services.

All matters relating to Safeguarding are confidential and will only be disclosed to others on a need-to-know basis.

Other Helpful Information

More safeguarding information is available on a noticeboard in the staffroom.

If you can't contact the safeguarding team, ring 0300 555 0050 (Children's Services) or 999 in an emergency.

Summerhill School

Safeguarding Information

Ensuring that our students at Summerhill are safe, well and happy is something that we take extremely seriously. We expect all staff and volunteers to share this core principle.

"Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children"

Keeping Children Safe in Education, Sept 18

This leaflet outlines how we keep our students safe. It is essential that all adult visitors to our school, including teachers, other professionals and volunteers, read and understand this document.

As a Visitor

- All visitors must use the main school entrance and report to reception upon arrival
- All members of staff, visitors, volunteers and governors are required to wear ID badges at all times
- It is essential that you are aware of our Safeguarding Procedures

What if …

If a student wants to talk to you about concerns, you must:

- Listen to the student – do not let the moment pass
- Do not show revulsion or distress however alarmed you may be
- Stay calm and controlled
- Do not ask leading questions
- Do not ask the student to write anything
- Do not tell the student you will keep the information confidential
- Report the incident immediately to a member of the Safeguarding Team
- Ask at reception if you are unsure how to locate these people

What if …

If you have any concern regarding marks or bruises, the way a student is presenting themselves (e.g. they appear upset, hungry or tired), or you overhear a conversation, you must:

- Report the incident immediately to a member of the Safeguarding Team
- Do not ask the student any questions
- Do not feel afraid about passing on your concern: it may be part of a larger picture and it may help our understanding of what is happening