



Lake Haven
A Special Place to Learn

Safeguarding & Child Protection Policy

Updated to reflect KCSIE amendments: September 2024

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Named staff and contacts

- Designated Safeguarding Lead: Sarah Hill - Family Support Lead
- Deputy Designated Safeguarding Lead/s: Lindsay Taylor - Headteacher, and Alexandra Marshall - Proprietor
- Designated Teacher for pupils in Care: Lindsay Taylor, Head Teacher

Lake Haven operates in line with the safeguarding principles of Warwickshire County Council. All of our staff are regularly updated with the relevant training in order to create a safe and nurturing environment.

If you think a child is in immediate danger please dial 999 and contact the Police.

You can also find support via from the following services:

Child Line 08001111

Samaritans 116123

Domestic Violence Hotline 08002000247

MIND mental health support 03001233393

Warwickshire Safeguarding Contacts.

pupils's Social Services - Duty and Advice 01926 414144 / 01926 886922

Local Authority Designated Office (LADO) 01926 743433

Education Safeguarding Manager 07966 224286

Early Help 01926 414147

Pupils Missing from Education 01926 736323

Elective Home Education 01926 736323

WSCB Manager 01926 410410

Child Sexual Exploitation 01926684490

Ed Psychology Service 01926 742921

Specialist Domestic Abuse Helpline 0800 408 1552

Leicestershire Safeguarding Contacts.

Leicestershire Head of Service – Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507686100

LADO / Allegations:

Kim Taylor / Lovona Brown 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

First Response pupils's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005

Email pupilssduty@leics.gov.uk

Address First Response pupils's Duty Room 100b County Hall Championship Way
Glenfield LE3 8RF

Solihull MBC Contacts

MASH 0121 788 4300

Out of Hours 0121605 6060

Local Authority Duty Officer (LADO) 0121 788 4310

SMBC Adult Social work – one stop referral – 0121 704 8077

Early Help team – 0121 709 7000

Birmingham Contacts

Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888

Coventry Contacts

Coventry Multi Agency Safeguarding Hub (MASH) – 0247678555

Staffordshire Contacts

Staffordshire pupils' Advice and Support (SCAS) 0300 111 80078.30am – 5.00pm Monday to Thursday
8.30am- 4.30pm Friday
Or EDS (out of hours) Tel No. 0345 604 2886
Or email: eds.team.manager@staffordshire.gov.uk
Non-emergency – call Staffordshire Police on 101

For any Online Concerns

Report to the DSL in the same way as Safeguarding Concerns. Or contact Smoothwall 0800 047 8191

1 Introduction

1.1 Lake Haven School fully recognises the contribution it can make to protect and support our pupils in school. Our policy is a child centered and coordinated approach to safeguarding. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage pupils to talk about their worries and to report their concerns to us. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of pupils, as described in section 157 of the Education Act 2002 for independent schools and academies and the statutory guidance "*Keeping pupils safe in education – Statutory guidance for schools and colleges*", 2024 and "*Working Together to Safeguard pupils*", 2023 along with the "*Independent School Standards Regulations*", 2014.
- the Warwickshire Safeguarding pupils Partnership - Multi-Agency Safeguarding Arrangements

1.3 There are four main elements to our Safeguarding / Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);

- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (pupils and school staff and to pupils who may have been harmed or abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, volunteers and visitors to the school. We recognise that child protection is the responsibility of **all** adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our staffroom and on the school website and by raising awareness at meetings with parents as appropriate.

1.5 **Extended school activities**

Where the Proprietary Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, we will ensure that providers have in place their own safeguarding or child protection policies in order to 'Keeping children safe out of a school setting'. Should Lake Haven receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for pupils (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, Lake Haven will follow our safeguarding policy and procedures, including informing the LADO. Any failure to comply with the procedures will lead to termination of the agreement.

2 Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of pupils is defined as:

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

2.2 The school adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care. Staff encourage pupils and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. All pupils' worries and fears will be taken seriously and pupils are encouraged to seek help from members of staff. Students are taught that we all have the right to feel safe all the time and we can talk with someone about anything, even if it feels awful or small.

2.3 Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to;
- Ensure that pupils' wishes and feelings are taken into account when determining what actions to take and services to provide and that they are able to express their views and give feedback. We will always seek to act in the best interests of pupils.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty (their network of safety);
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships Education, Relationships and Sex Education and Health Education which equip pupils with the skills they need to stay safe from abuse (including online and other contexts pupils are in), and to know to whom they can turn for help; pupils will also learn who their network of safety outside of school can be,

and the agencies that may be 'up their sleeve' should they not be able to talk to someone directly.

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with pupils, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc (see Keeping children safe in education part 3).

2.4 Safeguarding in the Curriculum

Pupils at Lake Haven are taught about safeguarding in school. The following areas are among those addressed in PSHE and Relationships Education, Relationships and Sex Education and Health Education, Online Safety Curriculum and in the wider curriculum:

- Bullying (including online sometimes known as Cyberbullying)
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of pupils where appropriate)
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road safety
- Domestic Abuse
- Healthy Relationships / Consent
- (so called) Honour Based Abuse issues e.g. child marriage, Female Genital Mutilation (FGM) (see Appendix 6),
- Sexual exploitation of pupils (CSE), including online
- Child criminal exploitation (including cybercrime)
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of pupils have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Proprietary Body

In accordance with the statutory guidance "Keeping pupils safe in education" 2024, the Proprietary Body will ensure that:-

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher and staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with safeguarding concerns (including lower level concerns) and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with pupils, undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding pupils Partnership protocol); and new staff and volunteers who work with pupils are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping

pupils Safe in Education, the pupil behaviour policy, the staff behaviour policy (code of conduct), the role of the Designated Safeguarding Lead and how to respond to pupils who are absent from education. Annex B from "Keeping pupils safe in education" 2024 is provided to all staff working directly with pupils. All staff will know and understand the roles and responsibilities of filtering and monitoring within the school. All staff will understand their role in identifying the need of Early Help referrals as noted in the Working Together guidance 2023.

- Any deficiencies or weaknesses brought to the attention of the Proprietary Body will be rectified without delay.
- The DSL deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - ["guidance-for-safe-working-practice-for-professionals-working-in-education-settings-2019.pdf \(safeguardingchildren.co.uk\) May 2020"](#) Information is provided to the Local Authority (acting on behalf of the Safeguarding pupils Partnership) through the Safeguarding Annual Return.
- There is an individual member of the Proprietary Body who will champion issues to do with safeguarding pupils and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Proprietary Body.
 - The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard pupils" including providing a co-ordinated offer of Early Help for pupils who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Warwickshire (or other Local Authorities) Safeguarding pupils Partnership.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Proprietary Body are effectively implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of pupils;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to pupils or young people are notified to the

Local Authority Designated Officer, where the threshold is met.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistleblowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to pupils's Social Care (pupils and Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of "Keeping pupils safe in education". The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include:

Managing referrals – to the local authority pupils's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed

Availability - Always being available during the school day in term time.

Monitoring and Filtering - ensuring that online safety is of utmost importance to be delivered to staff and pupils. They need to understand the monitoring and filtering systems and processes in place.

Working with others – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or Proprietor about issues especially to do with ongoing enquiries under section 47 of the pupils Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that pupils's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for pupils in need and those with a social worker, to liaise

with the Proprietary Body and the Local Authority on any deficiencies brought to the attention of the Proprietary Body and how these should be rectified without delay.

Information sharing and managing safeguarding files – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard pupils and transferring records and other relevant information to the new school within 5 days or in advance if necessary.

Raising Awareness – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable pupils

Training, knowledge and skills – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on pupils and how to respond to this, to be alert to pupils with specific needs eg SEND, those with health conditions and young carers, to understand the unique risks associated with online safety

Providing support to staff – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked

Understanding the views of pupils – encouraging a culture of listening to pupils and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties pupils may have in approaching staff about their circumstances

Holding and sharing information – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and

colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this.

4 Records, Monitoring and Transfer

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or pupils within the school. Records of concerns are written down (*or typed*), signed (*possibly electronically*) and dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and UK GDPR requirements).

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

4.3 Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and relevant deputies) and the Headteacher.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.

4.5 When pupils transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of the area and a physical handover not being possible then the most secure method should be found to send the confidential records to the designated Designated Safeguarding Lead, Sarah Hill and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

5 Support to pupils and school staff

5.1 Support to pupils (including those about whom there are mental health concerns) Our school recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. Pupils may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. It is therefore important that staff recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where pupils have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. For such pupils, school may be one of the few stable, secure and predictable components of their lives. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy and speaking to the designated safeguarding lead or a deputy. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs, disabilities or physical health issues. We will seek to provide such pupils with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to pupils's Social Care. General indicators of abuse, neglect and exploitation (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix B of the statutory guidance, "Keeping Pupils Safe in Education".

5.2 Child on child abuse - We recognise that pupils sometimes display

harmful behaviour themselves (including online) and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of nudes or semi nude images or videos, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are different school and local authority or Safeguarding pupils Partnership guidelines and policies which detail the school’s procedures to address and minimise these concerns including;

1. Pupil Behaviour Policy
2. Anti-bullying Policy
3. E-safety/Online safety Policy
4. “Guidance for schools working with pupils who display harmful sexual behaviour” (Warwickshire LA Guidance)
5. Filtering and Monitoring Policy
5. DfE guidance “Sexual violence and sexual harassment between pupils in schools and colleges” and Part 5 of “Keeping pupils safe in education”.

Pupils will be encouraged to report to a trusted adult in school all incidents of child on child abuse (including online) wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere eg via a “worry box” or during their ELSA/Pastoral sessions. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the pupils concerned and a thorough investigation conducted by the DSL. A written risk assessment will be

undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the pupils involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other pupils involved. A referral to any relevant outside agency will be made e.g. Police or Social Care. Detailed procedures are included in the linked school policies listed above.

The following steps will be taken to minimise the risk of child on child abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg PSHE, RSE, Online Safety Curriculum
- Clear procedures put in place to govern the use of mobile phones in school - at Lake Haven students are not allowed their mobile devices during the school day. Staff are only allowed to use their personal mobile phones in staff only areas of the school.
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

5.3 Online safety – We recognise that technology is a significant component in many safeguarding and wellbeing issues and that pupils are at risk of abuse online as well as face to face. Some pupils may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share nude or semi nude images or videos (consensually and non-consensually) and view and share pornography and other harmful content. Many pupils have unrestricted access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all

relevant policies and procedures.

To keep the pupils and staff safe at Lake Haven whilst online, we have made a very clear and stringent Monitoring and Filtering policy. This is in conjunction with our online safety policy, Lake Haven is committed to protecting our students online in the same manner as our safeguarding and child protection protocols. This should be read in conjunction with the Lake Haven's Filtering and Monitoring Policy.

Staff will know the expectations with regards to their specific role in keeping children whilst online. This includes knowing who is responsible and the procedures involved for any monitoring and filtering requirements on all devices used within school. Lake Haven considers the 4 C's - content, contact, conduct and commerce as our basis for keeping our children safe whilst online. This will form part of our education and the expectations of all staff.

We have a clear mobile and Smart technology device policy which states that all pupils are not able to use their own devices on site. They can hand in their devices when arriving at school and these are to be returned at the end of the day. Staff devices are only to be used in the staff room and whilst on a break from working with the pupils.

Our filtering and monitoring processes are in place to reasonably limit exposure of risk from our schools IT systems. We have chosen Smoothwall as our Filtering and Monitoring partner. This content will be reviewed regularly and in conjunction with Smoothwall and Lake Haven to ensure the correct levels of filters are in place at all times.

The filtering process will block harmful and inappropriate content that could harm our students. Our monitoring strategies are in place to ensure that the filters remain suitable, effective at all times but not impeding education.

All staff understand that the provisions in place are there to manage effectively how to escalate concerns when identified. Staff will always respond if informed that pupils have been involved in sharing indecent images as per our online safeguarding referral process. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with pupils and young people" (Dec 2020) will be used to guide the school's response on a case by case basis.

The key points for staff being:-

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to) report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the pupil/pupils or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Follow the procedures for referrals of online safeguarding concerns.

5.4 Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under

the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, pupils with SEND and LGBT pupils are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between pupils of any gender.

Curriculum

- Planned PHSE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that pupils will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education". This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between pupils in schools and colleges', September 2021.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

5.5 Pupils Absent (including deliberately missing education and/or unexplainable and/or persistent absence from education)

Our school recognises the entitlement that all pupils have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who are absent from education on repeat occasions or for prolonged periods. The local authority will also be

informed where pupils are to be removed from the school register a) to be educated outside the school system (Electively Home Educated - EHE); b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when pupils are absent over a prolonged period or repeated occasions, this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Pupils may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Pupils who attend an alternative education provision or have an agreed reduced timetable are more likely to be susceptible to these forms of exploitation. Pupils who attend these provisions remain the responsibility of Lake Haven School.

5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation

(CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include pupils who have been moved (trafficked) for the purpose of exploitation. The abuse can be perpetrated by individuals or groups, males or females, and pupils 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited eg they believe they are in a genuine romantic

relationship. A significant number of pupils who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks (telephone lines) or individuals exploiting pupils and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Pupils may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit pupils and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Pupils with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing pupils to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys but girls are also at risk. Criminal exploitation of pupils is a form of harm that can affect pupils in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 Serious violence – is associated with a number of risk indicators in pupils including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to coordinate a safeguarding response.

5.8 So-called 'honour-based' abuse - encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), child marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. (see page 155) ([Legal age increases to 18](#)) There is a mandatory duty on teachers to report directly to the police if they believe that any FGM has taken place.

5.9 Modern slavery and human trafficking – can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Pupils may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

5.10 Private fostering arrangements - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

5.11 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.12 **Support for Staff**

As part of their duty to safeguard and promote the welfare of pupils and young people, staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

5.13 **Children who are lesbian, gay, bisexual, or gender questioning**

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services

should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Proprietary Body's statutory responsibility for safeguarding the welfare of pupils goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore

complements and supports a range of other policies, for instance:

- Behaviour Policy
- Staff Code of Conduct (“Guidance for Safer working practice”)
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force”

and “Screening, searching and confiscation”)

- Special Educational Needs and Disability
- First aid and the administration of medicines
- Health and Safety
- Monitoring and Filtering
- Relationships Education, Relationships and Sex Education and Health Education Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Monitoring and Filtering of inappropriate content

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of pupils.

8 Recruitment and Selection of Staff (also see the Safer Recruitment policy)

8.1 The school’s safer recruitment processes follow the statutory guidance: *“Keeping children safe in education, Part Three: Safer recruitment.”*

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about

child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with pupils. The Warwickshire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager) who has undertaken safer recruitment training.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General
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B	Individual Staff/Volunteers/Other Adults - main procedural steps
C	Designated Safeguarding Lead – main procedural steps

A. General

- 1) The Warwickshire Safeguarding pupils Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding pupils. (Available on the website <https://www.safeguardingwarwickshire.co.uk>: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse, neglect and exploitation and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to 26 what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and requires assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are

expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from pupils's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not: investigate; ask leading questions; examine pupils; or, promise confidentiality. Pupils making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. 2) As soon as possible make a dated (including the day), timed and signed comprehensive record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Proprietor or failing that to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

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C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.

- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <https://www.safeguardingwarwickshire.co.uk/safeguarding-pupils>).
- 5) If the concern is about pupils using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with pupils who display harmful sexual behaviour" (Warwickshire LA Guidance).
- 6) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk of leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR

ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with pupils has:

- 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 pupils in a way that indicates he or she would pose a risk of harm to pupils; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with pupils.

There is also a school "Low-level concerns policy" which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE "Keeping Children Safe in Education: Statutory guidance for schools and colleges" (part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Record information on Smoothwall's Record Manager, this is our chosen provider to record any Safeguarding concerns.
- ii. Report immediately to the Headteacher to ensure that the record has been received.
- iii. Headteacher/DSL will confirm receipt.

iv. If the allegation or safeguarding concern is about the conduct of the 30

Headteacher, report immediately to the Proprietor. Pass on the written record. (If there is difficulty reporting to them, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Headteacher or Proprietor

i. If there is no written record or, write and sign a dated and timed note of what has been disclosed or noticed, said or done.

ii. Before taking further action, notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day. iii.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

iv. Report to First Response Children's Duty if the Allegations Manager (LADO) advises or if circumstances require a referral concerning a child. v. Ongoing

involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Cooperation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

Low-level Concerns Policy

1.0 Purpose

1.1 This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another

member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced. 1.2 The policy should be read in conjunction with the current statutory guidance – "Keeping pupils Safe in Education" Part 4, Section 2.

2.0 Who does the policy apply to?

2.1 This policy applies to all staff and other individuals who work or volunteer in school.

3.0 Definition of a low-level concern

3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 Reporting low-level concerns

4.1 Where a low-level concern has been identified this will be reported as soon as possible to the **headteacher**. However, it is never too late to share a low-level concern if this has not already happened.

4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (ie the most senior member of SLT acting in this role).

4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Proprietary Body.

4.4 Where the low-level concern has been reported to the Designated

Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0 Recording concerns

5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. 5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher and uploaded on to Smoothwall's Record Manager which will be timed and dated.

6.0 Responding to low-level concerns

6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour:
 - i) is consistent with the "Guidance for safer working practice for those working with pupils and young people in education settings" (May 2019): no further action will be required,
 - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via a Performance Management or Disciplinary.
 - iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken. In this case the school's Managing Allegations

procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

- Records will be made of:

- i) all internal conversations including any relevant witnesses, ii) all external conversations eg with the LADO
- iii) the decision and the rationale for it,
- iv) any action taken

7.0 Can the reporting person remain anonymous?

7.1 The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.0 Should staff report concerns about themselves (i.e. self-report)?

8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.0 Where behaviour is consistent with the "Guidance for safer working practice" (May 2019)

9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

10.0 Should the low-level concerns file be reviewed?

10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.0 References

11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

12.0 What is the role of the Proprietary Body?

12.1 The headteacher will regularly inform the Proprietary Body about the implementation of the low-level concerns policy including any evidence of its effectiveness e.g. with relevant data. The Proprietor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

APPENDIX 4

Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the pupils in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not

sent to or kept on personal devices

- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own pupils during a school production or event. The school protocol requires that photos of other people's pupils are not published on social networking sites such as Facebook.

APPENDIX 5

Safeguarding pupils who are susceptible to extremism and radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)

- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children’s Partnership procedures
- Appropriate staff training
- Appropriate online filtering and monitoring

Our school is committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of susceptible young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect pupils and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 6

Radicalisation and Extremism Risk Assessment

School.....

Yes/No Evidence	
Does the school have a policy? Y	
Does the school work with outside agencies on radicalisation and extremism	Y All staff are trained in the Government’s Prevent training

e.g. Channel?	annually.
Have staff received appropriate training?	Y All staff are trained in the Government's Prevent training annually.
Has the school got a trained Prevent lead?	Y Sarah Hill Lindsay Taylor Alex Marshall
Do staff know who to discuss concerns with? (DSL)	Y

Is suitable filtering of the internet in place?	Y Smoothwall Filtering in place
Do pupils know who to talk to about their concerns?	Y To be shared during class discussions in the Autumn 1 term.

Are there opportunities for pupils to learn about radicalisation and extremism?	Y RSE, Everyone's Welcome, Class Discussions
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Have any cases been reported? N		
Are individual pupils risk assessed? N		
What factors make the school community potentially susceptible to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents) None identified as yet		
Comment on the school's community, locality and relevant history		
Risk evaluation	<p>Low</p> <p>Medium</p> <p>High</p>	

Date completed.....1/9/23..... Signed.....L.Taylor.....

APPENDIX 7

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police. There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 8

Indicators of abuse, neglect and exploitation

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

Physical abuse: a form of abuse which 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 online bullying), causing pupils frequently to feel frightened or in danger, or the exploitation or corruption of pupils. 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 pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other pupils. The sexual abuse of pupils by

other pupils is a specific safeguarding issue in education.

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

