



Safeguarding and Child Protection Policy

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Contents	Page
Key Staff and Useful contacts	2-3
1. Aims	4
2. Introduction	4
3. KEY PRINCIPLES	7
4. Legislation and statutory guidance	9
5. Equality statement	10
6. Roles and responsibilities	10
7. Staff training	15
8. Confidentiality	15
9. Recognising abuse and taking action	16
10. Notifying parents	25
11. Pupils with special educational needs and disabilities	25
12. Mobile phones and cameras	25
13. Complaints and concerns about school safeguarding policies	26
14. Record-keeping	26
15. Transferring child protection / safeguarding records and the retention of records.	27
16. Pupil information and SIMS records	28
17. Supporting Pupils	28
18. The Curriculum	29
19. Concerns relating to a member of the school staff or other person in a 'Position of Trust':	29
20. Use of physical interventions	30
21. Online E - Safety and its policy	30
22. Links with other policies	31
Appendix 1: types of abuse	32
Appendix 2: allegations of abuse made against staff	33
Appendix 3: Specific Safeguarding issues	37
Appendix 4: Drugs and Substance Misuse	42
Appendix 5: Peer on Peer Abuse	47

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Contact details of other relevant organisations:

Name	Telephone Number
Slough Children's Services First Contact Hub	01753 875362 (for emergencies outside of 9-5 call the Emergency Duty on 01344 786 543)
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285
NSPCC	0800 028 3550
Police	999
Childline	0800 1111
Crime Stoppers	0800 555 111
Slough's Prevent and Channel helpline	Tel: 01753 875201 Mobile: 07540 147340
NSPCC FGM helpline	0800 028 3550
The Rose Centre, Reading Specialist Advice and support for FGM survivors	07903 675 976
Oxford Rose Clinic Specialist Clinic for FGM survivors	07767 671 406
Hestia: Support and advice group for modern slavery, women and children who have experienced domestic abuse and sexual abuse, young care leavers and older people	01753 477352
HOME OFFICE Forced Marriage Unit	020 7008 0151 or fmu@fco.gov.uk

NPCC – when to call the Police guidance

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Section 1. Aims of this policy

This Safeguarding and Child Protection policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy sets out how the Governing Body of Claycots School Partnership is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance ‘Working Together to Safeguard Children, 2018’, ‘Keeping Children Safe in Education, September 2020’ and Section 175 Education Act 2002 and Section 11 of the Children Act 2004.

The school follows the procedures established by the Slough Local Safeguarding Children Board; a guide to procedure and practice for all agencies in Slough working with children and their families.

The Safeguarding and Child Protection policy aims to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out, to ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of “significant harm”, to provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff and to identify key individuals and their specific roles.

All school staff has a responsibility to provide a safe environment in which children can learn and it is our duty to observe outward signs of abuse, changes in behaviour and failure to develop.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school.

It will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

Section 2. Introduction

This policy sets out how the Governing Body of Claycots School Partnership is carrying out its statutory responsibility to “safeguard and promote the welfare of children”. In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2020
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children]
- Data Protection Act GDPR (2018)
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Slough Safeguarding Children Board. Claycots School Partnership uses the information and guidance published by the Slough LSCB.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which: (See Appendix 1: Definitions of abuse)

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted, which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Slough Safeguarding Children Board (LSCB).

Section 3. Key Principles

COVID-19

The Department of Education issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.

Claycots School Partnership is committed to safeguarding and promoting the welfare of all its pupils.

Each pupil's welfare is of paramount importance and we are committed to upholding every child's right to be safe. We recognise that some children may be especially vulnerable to abuse, for example those with Special Educational Needs and Disabilities and those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children, who have experienced abuse, may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.

This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop.

The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.

We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people.

The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.

Our Policy and Procedure also reflects Government guidance set out in Keeping Children Safe in Education (DfE September 2020) which incorporates a range of related responsibilities for schools and newer statutory duties introduced to protect children and young people.

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

Claycots School Partnership is committed to safeguarding and promoting the welfare of its pupils.

All staff at Claycots School Partnership understand that safeguarding children is everyone's responsibility.

We will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern.
- adopt a child-centred approach to safeguarding and always act in the best interests of the child, taking their wishes and feelings into account.
- ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See Claycots School Partnership's Safer Recruitment Procedures).
- ensure that all professionals are highly trained, vigilant and alert to the needs of children and families and of any risks of harm that individuals may pose to children.
- Claycots School Partnership require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document.
- aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment.
- ensure that children who have been abused or neglected will be supported in line with a child protection plan.
- work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and, when we may need to refer concerns to other agencies.
- include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- monitor and review outcomes for children and the effectiveness of our provision for safeguarding.
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

Why is this important to our school?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information or sharing information too slowly and;
- a lack of challenge to those who appear not to be taking action.

Contextual Safeguarding:

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Section 4. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

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

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

All staff have a read and have a copy of Part one of KCSE 2020 and Appendix A to ensure that they fully understand how to discharge their roles and responsibilities.

It is expected that all staff will also be made aware of related internal school policies including, The Behaviour Policy and The Staff Code of Conduct.

Section 5. Equality Statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Section 6. The roles of key staff and their specific responsibilities

The Safeguarding Lead is Mr Andrew Griffin, Executive Headteacher

The Safeguarding Governor is Mrs Rupinder Sondh

The school has identified the Headteacher, Deputy Headteachers of both campuses, other members of SLT and the Family Support Workers to act as deputy Designated Safeguarding Leads.

In the absence of the DSL or any of the Deputy DSLs, the most senior member of staff in school will assume responsibility for any child protection matters that arise.

It is the responsibility of our Governing Body to ensure that our school complies with its legislative duties and has regard to Government guidance Keeping Children Safe in Education 2019 to ensure that our school's policies, procedures and training are effective and comply with the law.

This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group).

Our Governing Body will:

- Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues.
- Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher.
- Ensure that the school has a Designated Safeguarding Lead (DSL) within the senior management team.
- Ensure that policies and procedures are in place, which are compliant with government guidance and local Safeguarding Partnership Arrangements. These should be reviewed annually and staff should be encouraged to contribute to their development. These should be made available publicly via the website or other means.
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training, including online safety. In addition, all staff should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Liaise closely with the Designated Safeguarding Lead and receive regular reports to monitor procedures and practice and ensure compliance.
- Ensure that staff understand the process and principles for sharing information, including the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2018.
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training. See Vaughan Primary School's Safer Recruitment Policy.
- Ensure that Allegations Management procedures are in place and embedded across the school.
- Ensure that other related procedures are in place and embedded e.g. the Staff Code of Conduct, Safe Practice, Staff/Pupil Relationships; Acceptable use of Technologies.
- Ensure that appropriate responses to children who go missing from education, particularly repeat occasions are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Ensure that other related procedures e.g. FGM, Anti-bullying – Peer on Peer abuse; Preventing Radicalisation, Trafficking and Modern Day Slavery are in place and embedded.
- Ensure any deficiencies in safeguarding arrangements are remedied without delay.
- Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority.
- Ensure that the curriculum supports children in recognising and responding to risks, including IT.
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

- Ensure that where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

Governors are involved in the strategic direction of safeguarding. Governors should not get involved or know details about individual cases (except disciplinary functions relating to allegations against members of staff).

As the school may need to work online in a greater and more frequent capacity, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Governing Body will ensure appropriate filters and appropriate monitoring systems are in place. Governors will ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education and Health Education which was made compulsory in September 2020. The Governors have the flexibility to decide how they discharge their duties effectively. The statutory guidance can be found in the Relationships and Sex Education (RSE) and Health Education document.

Designated Safeguarding Lead and Deputies:

Our DSL is a member of the Senior Leadership Team and takes lead responsibility for safeguarding and child protection. Our Deputy DSLs are trained to the same standard as the DSL.

N.B. Whilst the activities of a DSL can be delegated to appropriately trained deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSL or Deputy DSL will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/ out of term activities.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Our DSL will:

- Undergo training to provide them with the knowledge and skills required to carry out the role. Training should be updated every two years with regular updates (at least annually) on developments in between, e.g. via e-bulletins, Forums for DSLs, and reading time, to keep up with any developments relevant to their role.
- The DSL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff and volunteers) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with them and that they are aware of the school's child protection and other safeguarding policies and monitor the implementation of these.
- Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with Working Together to Safeguard Children, 2018.
- Refer all cases of suspected abuse to Slough Children's Services Trust via the Front Door Hub.
- Refer all cases to the police where a crime has been committed.

- Ensure that the school operates within the legislative framework and statutory guidance.
- Ensure that all staff undertake appropriate safeguarding training and that this is kept up to date. Ensure that new staff, temporary staff and volunteers receive safeguarding induction promptly upon commencement of their contract.
- Where appropriate, the DSL will liaise with the DSL of the school(s) attended by other family members of the child causing concern in order to gather information to inform the referral.
- Ensure that the Head teacher is kept fully informed of child welfare and child protection concerns and of school actions.
- Ensure that child protection information is dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.
- Keep meticulous, chronological and systematic safeguarding records relating to individual children. These records will be stored securely in a central place from academic records. Files will be kept for at least the period during which the child is attending the school and will be passed on securely on transfer to new provision. Records are to be passed onto the receiving provision's Designated Safeguarding Lead with due regard to their confidential nature and in line with current government guidance on the transfer of such records. We will record where and to whom the records have been passed and the date.
- Develop effective working relationships with, seek advice from and share timely information with relevant agencies and services.
- Submit reports to, and attend child protection conferences, and contribute to decision making and the planning of actions to safeguard the child.
- Regularly audit provision for all those children who have CP plans and take responsibility for escalating concerns, accelerating action and holding other agencies to account for agreed actions, and publicly recording concern or dissent to decisions made at meetings.
- The DSL will ensure that the school's child protection policy and safeguarding policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSL to carry out her responsibilities as outlined in the statutory Guidance

The operational role of the Designated Safeguarding Lead is described in DfE statutory guidance for schools: Keeping children safe in education, September 2020.

The Executive Headteacher should ensure that:

- A member of staff, who has senior status and authority in the school, is designated with the role of Designated Safeguarding Lead and that there are clear arrangements for a deputy or second, when the DSL is absent or away from school;
- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;

- Sufficient time, resources, induction and training and supervision are allocated to enable the DSL and other staff to discharge their responsibilities;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- There is regular monitoring and evaluation of provision and outcomes in relation to safeguarding and Child Protection and reporting effectiveness to the Governing Body.

All staff and volunteers are expected to:

- fully comply with the school's policies and procedures
- attend appropriate training
- use the school's agreed reporting format to record concerns and report them to the DSL

A member of Designated Safeguarding Team has a Specialist Safeguarding Certificate which enables him or her to lead this training.

What all staff should look out for.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- 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
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation, or FGM
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, or a parent in prison
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Section 7: Staff Training

The Governing Body will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regularly updated training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government guidance and in accordance with the expectations of the LSCB.

This training will include:

- The Designated Safeguarding Lead will have training every two years. their knowledge and skills will be updated regularly and at least annually.
- Deputy Designated Safeguarding Leads will have regular training. Their knowledge and skills will be updated regularly and at least annually.
- All staff members are required to undergo child protection training as part of their induction to Claycots School Partnership. They should also receive regular updates as required, but at least annually.

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

Staff who have contact with pupils and families: All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

In addition, all school staff will receive appropriate safeguarding and Child Protection training regularly through safeguarding newsletters, regular training throughout the year and email updates. This is in addition to refresher training at the start of each academic year.

Section 8: Confidentiality

We recognise that all matters relating to child protection are confidential. The Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

However, all staff must be aware that timely information sharing is essential to effective safeguarding.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in the Staff Code of Conduct.

Section 9. Recognising abuse and taking action

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Both CSE and 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.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

If a child is suffering or likely to suffer from harm, or in immediate danger then you must make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Safeguarding Lead without delay.

In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Social Care and their advice sought first. This must not contribute to a delay in making a referral.

The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority, the child's named social worker must be informed.

<https://www.gov.uk/report-child-abuse-to-local-council> .

If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up on CPOMs and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

If **you discover that FGM** has taken place or a pupil is at risk of FGM The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

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

for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

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

Slough Children's Services First Contact Hub 01753875362 (for emergencies outside of 9-5 call the Emergency Duty on 01344 786 543)

The Rose Centre, Reading Specialist Advice and support for FGM survivors 07903 675 976

Oxford Rose Clinic Specialist Clinic for FGM survivors 07767 671 406

NSPCC 0800 028 3550

Hestia 01753 477352

Police 999

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) Figure 1 on page 27 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly; if appropriate share any action taken with the DSL as soon as possible.

Early help

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

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

FIRST Referral Process:

- 1. Ensure you are contacting the right service:** If there are any concerns of significant risk of harm to children, the Front Door (Trust) must be contacted via the telephone: 01753 875 362 (9am – 5pm) or 01344 786 543 (outside of these hours) A referral to the FIRST team must only be made when pupils are in need of additional support.
- 2. Complete the FIRST Referral form:** Once the referral form has been fully completed and consent received the referral must be sent to the dedicated mailbox via:
FIRST@slough.gov.uk
- 3. Decision Process:** When the referral form has been accepted by the FIRST team an outcome will be decided by a Senior Social Worker regarding the next steps and the referrer will be notified (within 5-7 working days)
- 4. During intervention: Centrally Tracking and Monitoring:** The referral and (all) agency progress will be recorded and tracked throughout the duration of the intervention

Referral

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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

Early Help – FIRST (Family Information Resource Support Team) Schools will be able seek advice from FIRST about services available to support pupils in need of additional support and also to refer pupils and families deemed to be at Level 2 to FIRST. FIRST@slough.gov.uk

Front door for children a risk of harm: If there are any concerns of significant risk of harm to children, the Front Door (Trust) must be contacted via telephone: 01753 875 362 (9am – 5pm) or 01344 786 543 (outside of these hours)

Slough thresholds document

The publication of refreshed Threshold guidance can be accessed here:

<https://www.sloughsafeguardingboards.org.uk/lscb/lscb/training/threshold-seminars>

If you have concerns about extremism

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

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

Make a referral to local authority children's social care directly, if appropriate where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.

This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

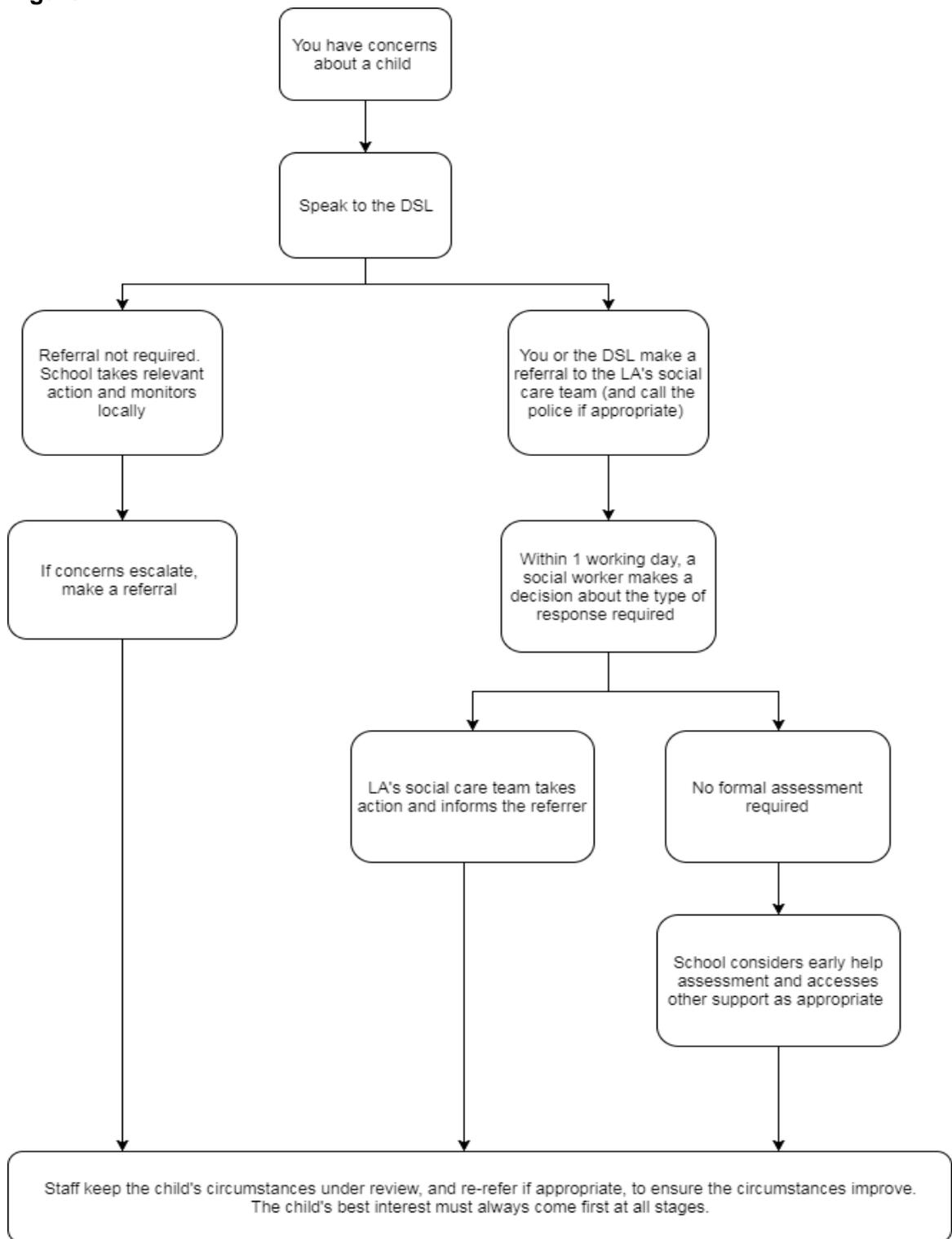
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk.

Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you: • Think someone is in immediate danger

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

Figure: 1



Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

Allegations of abuse made against other pupils

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

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

Peer on Peer Abuse Responsibility

Keeping Children Safe in Education (KCSIE), 2020 states that

‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

It also emphasises that the voice of the child must be heard

‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.’

The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance. (see Appendix 4)

At Claycots Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being.

Sexting

Your responsibilities when responding to an incident If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. You must not:

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

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

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

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

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

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

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

Further review by the DSL

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

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

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

Referring to the police If it is necessary to refer an incident to the police, this will be done through local neighbourhood police, or dialling 101.

Recording incidents All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage Pupils are taught about the issues surrounding sexting as part of our PSHE education, internet safety workshops, assemblies and computing programmes.

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Section 10. Notifying parents

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

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

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

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

Section 11. Pupils with special educational needs and disabilities

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

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes: Two SEN/SENCO's and two learning mentors who have the responsibility and are trained to support children with SEND and who may need emotional and pastoral support.

Section 12. Mobile phones and cameras

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

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

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

Staff are will use the Claycots School Partnership WIFI to have access to the internet when needed and are encouraged to switch off there 3g/4g networks.

Refer to the Staff Code of Conduct for more information.

Section 13. Complaints and concerns about the school safeguarding policies

Complaints and concerns against staff including supply staff

Complaints and concerns against staff including supply staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

Other complaints See Complaints Policy.

Whistle-blowing We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing issues with regard to the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.
For further information, see Whistleblowing Policy.

Section 14. Record-Keeping

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location.

Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

Staff members will not "investigate" or ask leading questions. Staff members must not take photographs of any injuries or take clothing off a child to look for injuries.

All records of a child protection nature (handwritten or typed) will be given to the Designated Safeguarding Lead for safekeeping and stored on C-POMS. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.

In addition: • Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and preemployment checks • Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Section 15. Transferring Child Protection/Safeguarding records and the retention of records

We have a duty of care to share information. When a child leaves the school and/or transfers to another school and they have had a Child Protection or Child in Need plan or where safeguarding concerns have been raised, it is good practice for the Designated Safeguarding Lead to inform the receiving school within five school days, that a child protection/ safeguarding file exists.

The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/ safeguarding file must be passed on either by hand or sent recorded delivery, separate from the child's main school file. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should never be used as couriers for such files.

All copies should be stored securely and destroyed once the retention period has expired. The minimum retention period within this policy is date of birth plus 25 years.

Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

Whether child protection/safeguarding files are passed on by hand or sent recorded delivery, there should be written evidence of the transfer signed and dated by the member of staff at the receiving school (this includes mid-year transfers). This receipt should be retained by the originating school.

Transferring records: Children subject to a Child Protection (CP) Plan

If a child is the subject of a Child Protection Plan, the DSL of the originating school must speak to the DSL of the receiving school to give details of the child's allocated Social Worker and ensuring the establishment is made aware of the requirements of the CP Plan.

If a child subject of a CP Plan leaves an establishment and the name of the child's new education placement is unknown – the DSL should contact the child's Social Worker to discuss how and when records should be transferred.

Transferring records: Elective Home Education

If the pupil is removed from the roll to be electively home educated, the school should pass the child protection/safeguarding file to the local authority's adviser and a receipt obtained as described above.

Transferring records: Children Missing Education

If a pupil with a Child Protection Record leaves the school and no contact is received from a new school, a referral should be made to Slough Children's Services Trust.

Transferring records: Pupils who are Dual Registered or Educated Off-Site

Where a pupil is on roll at one school but attends another, it is good practice for the chronology and other relevant information in the child protection/safeguarding file to be copied and passed to the DSL of the other school within five school days.

Responsibility for maintaining an up to date and complete record remains with the school where the pupil is on roll. Due to the nature of such bespoke arrangements for individual pupils, the two DSLs should agree on how best to communicate to each other significant events and issues in relation to that pupil.

Storage of child protection/safeguarding records

All child protection/safeguarding records are sensitive and confidential so are kept on the Claycots School Partnership's C-POMS system. All archived files are kept in a secure filing cabinet, separate from other school files and accessible through the Executive Headteacher, DSL, the Deputy DSL.

Section 16. Pupil Information, SIMS records

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). The school requires at least two contacts (This is in line with "Keeping Children Safe in Education, September 2019")
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child Protection Plan
- Name and contact detail of G.P
- Any other factors which may impact on the safety and welfare of the child

Section 17. Supporting Pupils:

The school will support pupils in accordance with his/her agreed Child Protection plan or Child in Need plan as required. The school will also support children who are looked after by the local authority in accordance with his/her plan as required.

The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil. The school does have access to specialist support services and can make a referral if needed.

For children who are looked after by the local authority, the school has designated teachers to support them. The designated teacher will work closely with the team supporting the child including their carer, Social Worker and the Virtual School Headteacher.

Section 18. The Curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe.

Section 19. Concerns relating to a member of the school staff or other person in a 'Position of Trust':

We take our responsibility for the welfare of children in our care extremely seriously. Claycots School Partnership has a staff code of conduct. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers. A copy is available for parents on request. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 or towards a vulnerable person, should be reported to the headteacher, Chair of Governors, Social Care or the Police as appropriate without delay.

The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

Any sexual relationship with a pupil under 18 in the same school is an offence. This legislation is intended to protect all young people in education who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact. The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

The headteacher and Chair of Governors will act in accordance with procedures issued to all schools by the Local Authority 'Designated Officer' (LADO) and the Department for Education. If the suspicion involves the headteacher, advice should be sought from the LADO and the Chair of Governors is to be informed immediately. Other school staff should assist parents to do this if required and anyone can contact the LADO directly.

- The Designated Officer for Slough can be contacted via lado@slough.gcsx.gov.uk or by calling 01753 474 053 and asking for the LADO.
- The Acting Co- Chair of Co-Governors and Rupinder Sondh and Sarah Malcolm-Richards. She can be reached by email: enquires@claycots.com
- NSPCC Whistleblowing helpline: 0800 028 0285

The Designated Safeguarding Lead, designated Associate Headteacher or Chair of Governors will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.

Parents and students are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

For further information, please see Appendix 2: Allegations of abuse made against staff

Section 20. Section Use of physical interventions

The use of physical intervention is set out in our Positive Behaviour & Anti-Bullying Policy.

Section 21. Online Safety (E-Safety)

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying' and 'sexting'.

Staff at this school have a legal responsibility to educate our students in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that most children have access to computers at home.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Staff should not communicate with pupils through private email accounts, social networking sites.

Staff should communicate with parents only through the appropriate school channels, for example the Office email address.

Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. Staff conduct on this matter is covered in more detail in the staff code of conduct.

Claycots acknowledges that "Sexting" – inappropriate messaging – has been known to happen in children of primary school age. Claycots staff should remain aware to this possibility in children of all ages. If any member of staff suspects that a child is sending or receiving inappropriate messages then the normal child protection procedures will apply.

Further details can be found on the E - Safety Policy.

Section 22. Linked Policies

The following policies are linked to the Safeguarding and Child Protection Policy:

Special Educational Needs & Disabilities	Staff code of Conduct
Supporting Pupils with Medical Conditions	Health and Safety
First Aid	Intimate Care
Positive Behaviour and Anti-Bullying Policy	Educational Visits
Disciplinary Policy	Online Safety (E-Safety)
Staff Handbook	Exclusions
Whistleblowing	Pupil Premium
Equality Statement staff/pupils	Relationships and Health Education
PSHE	Minibus

Links with other policies:

This policy links to the following policies and procedures:

Children Missing Education/Attendance	Looked After Children and Post Looked After Children
Female Genital Mutilation	Child Sexual Exploitation
Preventing Radicalisation	Visitors to School
Social Media	Mental Health and Wellbeing
Safer Recruitment	Signs of abuse and neglect
Lockdown Procedures	Missing child procedures

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

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

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

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

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: Safeguarding concerns and allegations of abuse made against staff

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

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

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

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

Suspension: Will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations: In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case

manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. We will support such staff by providing an opportunity to talk through their anxieties with the Safeguarding Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, the employee assistance programme and/or a representative of a professional body or trade union, as appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared

- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 3: specific safeguarding issues

Children missing from education A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late

- Regularly missing school or education, or not taking part in education

Homelessness

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

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

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

So-called 'honour-based' violence (including FGM and forced marriage)

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

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

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it.

If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This section of the policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - o Having difficulty walking, sitting or standing, or looking uncomfortable
 - o Finding it hard to sit still for long periods of time (where this was not a problem previously)
- (i) Spending longer than normal in the bathroom or toilet due to difficulties urinating
- (ii) Having frequent urinary, menstrual or stomach problems
- (iii) Avoiding physical exercise or missing PE
- (iv) Being repeatedly absent from school, or absent for a prolonged period
- (v) Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- (vi) Being reluctant to undergo any medical examinations
- (vii) Asking for help, but not being explicit about the problem
- (viii) Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

- A girl:
 - (i) Having a mother, older sibling or cousin who has undergone FGM
 - (ii) Having limited level of integration within UK society
 - (iii) Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - (iv) Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - (v) Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - (vi) Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - (vii) Being unexpectedly absent from school
 - (viii) Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

The government website *Educate Against Hate* and charity *NSPCC* say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 9 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried. Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including positive behaviour policy, ICT policy.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in on our electronic system, have a photo taken for ID purposes and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate (if this is the first time of visiting), which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, will be accompanied by a member of staff at all times. We will not invite into the school anyone who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will: Contact all numbers available to organise for the child to be collected. The child will remain in the office reception or with a member of SLT until 4.00pm after which the child will be looked after by our wrap around care until the parent or carer is able to collect. In the event that the child is not collected by 6.00pm Social Care will be contacted for advice or support.

Appendix 4

Drugs and Substance Misuse

Claycots Primary School is committed to the health and safety of its members and will take action to safeguard their well-being. We will actively discourage the use of illegal substances, alcohol or tobacco and the misuse of glue, solvents, prescribed and over-the-counter medicines. We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to enable pupils needing support to come forward.

Purpose of the policy

- To support the school's endeavour to maintain the safety and well-being of all pupils, staff and visitors
- To clarify legal responsibilities, entitlements and obligations
- To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency
- To develop a whole school approach to drug education in the context of the school curriculum

Inclusive definition of drugs

We define a drug as a substance that, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines.

Rationale/key principles

It is our aim to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

Boundaries, including relevance of the policy to school trips and visits

The legal definition of premises of the school includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as vehicles or any venue managed by the school at the time of e.g. premises of a school trip or visit. The policy will also relate to pupils use of the premises and grounds beyond the school day

DRUG EDUCATION

Context

We will provide all pupils with drug education as an integral part of our Personal, Social and Health Education PSHE Curriculum.

Ethos

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills.

Content

It is felt that drug education should start at least two to three years before the likely age of experimentation. Drug issues will be reinforced throughout the child's education, matching their increasing understanding and maturity.

Key Stage 1

Children should be introduced to ideas about how to keep healthy and the role of drugs as medicines.

Key Stage 2

Children should be introduced to the fact that whilst all medicines are drugs, not all drugs are medicines. They should also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol and other drugs.

In line with these proposals drug education will be taught as part of the PSHE curriculum. This will be either within class topics or be specifically taught as and when appropriate.

The drug education curriculum will provide opportunities for children to:

- explore attitudes and values around drug misuse.
- practise decision making skills.
- become aware of peer pressure.
- develop assertiveness skills.
- consider the consequences of risk taking.
- learn how to access sources of help and information.
- emphasise the benefits of a healthy lifestyle.
- evaluate media messages on drug use.

Use of visitors and outside speakers

Outside agencies may be involved in the planning and teaching of the drug education curriculum and will be asked to adhere to our school policy. The Class Teacher or a Teaching Assistant is always present when visitors are working with our pupils.

MANAGING DRUG RELATED INCIDENTS

Children, staff and visitors to the premises are made aware of the school's drug policy.

Routine arrangements

- Medicines

The school has a procedure for the administration of medicines that must be followed for everyone's safety.

- Alcohol

No alcohol will be consumed during the course of a normal school day. Alcohol is not permitted on the school premises except by the permission of the Headteacher. Any adult under the effects of alcohol will be asked to leave the premises for the safety of the whole school.

- Tobacco

The school and its grounds are no smoking areas at all times. Children are not permitted to bring to school smoking materials, including matches and lighters. In the interests of health and safety, should a child be found in possession of any of these on school premises, they will be confiscated.

- Solvents

The school will ensure that potentially hazardous substances are stored safely, and children will be supervised if it is necessary that they come into contact with them in the course of their work. Children are not permitted to be in possession of products such as solvents and aerosols. (only exception permitted is aerosol ventolin/any other approved medicines)

- Illegal drugs

No illegal drugs are allowed to be brought on to, or used on school premises. To protect the health and safety of the school community regular checks will be made of the site to ensure that drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

Incidents

A drug related incident may include any of the following:

- Finding drugs, or related items on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Supply of drugs on school premises
- Individuals disclosing information about their drug use
- Rumours or reports of drug possession supply or drug use.

Guiding principles

The school is aware of its legal responsibilities in regard to drug related incidents and in responding to them. The School's first responsibility is for the welfare of the individual, balanced with the need to protect the community as a whole.

The Head Teacher will normally be responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies.

The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well-being of its pupils. Parents will be encouraged to become involved as much as possible in order to achieve a successful drugs education curriculum.

PROCEDURES

- Medical emergencies

If an individual is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of immediate harm medical help will be sought and first aid given if required. The priority will be the pupil's safety.

- Hearsay/Rumour

Drug use is often discovered by hearsay. This should be passed on to the Headteacher/Designated Lead or Deputy, who should record the matter as hearsay evidence, thus enabling a record of teacher's concerns to be compiled. Where the hearsay evidence is not supported through further reports or incidents for one school year the evidence will be removed from the records.

- Suspicious Behaviour

Behaviour that could indicate involvement with drugs should also be logged so that patterns of behaviour can be observed and concerns acted upon where necessary.

- Finding substances

If a substance or equipment thought to be either illegal or harmful is discovered it should be removed to a place of safe keeping. If the substance is known or suspected to be illegal the police must be informed. A record must be kept to include:

- the date and time of the find or retrieval
- the size and appearance of the substance
- the names of those concerned
- the action taken

Any equipment associated with drug misuse should be handled with care, recorded and in the case of such items as needles and syringes, they should be placed in a secure and rigid container for collection by the appropriate person. If these are found on a child, the child's parents must be informed.

- Searching

Storage areas within the school grounds are the property of the school, and the Head Teacher, or her representative may authorise a search of these if there is reasonable suspicion. This must be carried out in the presence of a witness and the child (if this applies).

Staff should not search a child's property or person but should try to persuade the child to voluntarily produce the substance by asking to turn out pockets, or bags. If it is absolutely necessary to search a child a police officer will be required, and parents informed as soon as possible. The police officer will only be able to carry out a search if there are reasonable grounds to suspect the child is in possession of an illegal substance.

- **Finding Drugs**

If children are found in possession of tobacco, alcohol, glue, solvents or prescribed or over-the-counter medicines, parents will be informed and appropriate steps taken.

In an emergency arising from an incident involving abuse, the well-being of the child is paramount. In all instances:

- separate the child involved from the rest of the group.
- decide and implement the next best step in terms of the child's welfare.
- inform parents.

- **Supply of illegal substances**

It is an offence to produce or supply any controlled drug on school premises. The police will be involved in such circumstances.

- **Returning articles which have been confiscated**

Articles confiscated and not required by the police must be returned to parents. They will be informed in writing within 24 hours of articles confiscated and an explanation given as to why it is inappropriate to return the article to the child. It will be made clear that there is a time limit of one week for the items to be recovered or they will be disposed of by the school.

- **Recording**

All incidents will be recorded within 24 hours.

- **Confidentiality**

Complete secrecy can never be promised to a child, though information given in confidence will not generally be disclosed to anyone else. If a child chooses to disclose that they are using a drug without medical authorisation, particularly when seeking support, this information will not be used against them notwithstanding any illegal / controlled substances. However, action will be taken to ensure that the child comes to no serious harm if this is considered a significant risk. Staff have a commitment to inform the child in advance of any disclosure of information to others and if possible enable the child to be involved in the process. Staff are committed to protect a young person's anonymity where their information may implicate others.

STAFF TRAINING AND SUPPORT

We recognise the need for staff to receive appropriate training to support their work in delivering the school curriculum of drug education and dealing appropriately with incidents should they arise. The Headteacher, or other appropriate member of staff, will try to organise training related to the identified needs of staff as required.

All staff need to understand and support the rationale and aims of drug education and be aware of the legal implications and their responsibilities.

Appendix 5 Peer on Peer abuse Responsibility

Keeping Children Safe in Education (KCSIE), 2020 states that:

‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

It also emphasises that the voice of the child must be heard:

‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.’

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.

All staff should be aware that safeguarding issues can 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 such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which 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;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

At Claycots Primary School we are committed to the prevention, early identification and appropriate management of peer on peer abuse.

In particular ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child’s safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to peer on peer abuse. This policy is preventative in its response to peer on peer abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce. This policy will also encourage parents to share information about any risk of harm to their child and be clear on the school’s expectations of how this will be managed. All staff and governors have signed to say that they have read, understood and agreed to work within this policy framework and parents have access to this policy.

This policy will be updated annually.

Purpose and Aim

'Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers'

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Claycots Primary School we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Policy
- Positive Behaviour / Anti-Bullying Policy
- Online Safety Policy - including acceptable use
- Data Protection Policy

Preventative Strategies for Schools and Settings

Recognition

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than only manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff. This involves staff analysing any incidents for trends, patterns and identifying any areas around the setting that may appear to be 'less safe'. Staff should also have access to regular CPD and training to ensure a consistent approach to managing peer on peer issues.

A Safe Environment to share concerns alongside a Positive Curriculum

It is important that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce and governing body feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as

'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. Staff must also feel enabled to discuss issues about online access and support and reinforce appropriate behaviours online including understanding why age limits are in place on social media platforms, encouraging children to share online concerns, talking about issues that have happened in an open forum and working closely with parents. (Farrer and co, 2019)

Involve Parents

Parents need to be informed and included in policy forming, lesson plans and through open and frank conversations, training/courses about what peer on peer abuse is and how the school and setting will be tackling it. This can help to alleviate any concerns and worries and create a joined-up approach. Schools and setting need to ensure open two way communication is available through a variety of platforms so that both parents and staff are working together to deal with any issues.

Signposting

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Forums for Children to Make Changes/Have Their Voice Heard

It is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Partnership Working

Multi agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. It is also necessary that the school/setting actively refers concerns/allegations of peer on peer abuse where necessary to front door services/children's social care and the police where appropriate. This is particularly important because peer on peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

Schools which excel at tackling bullying (and peer abuse) have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. (Preventing and Tackling Bullying 2017).

What is Peer on Peer Abuse?

For these purposes, peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Peer on peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer abuse therefore needs to consider the range of possible types of peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. This means adopting a **whole school community contextual safeguarding approach** by ensuring all staff: understand how a child's wider context may have impact on them; contribute to creating a strong safeguarding culture in school by following policies that address peer on peer abuse and harmful attitudes; promote healthy relationships and attitudes to gender/sexuality; support the school by identifying 'less safe' areas in school; access training on bias and stereotyped assumptions; be alert to changes in children's behaviour and seek appropriate responses to concerns shared. (KCSIE 2020)

Research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE 2020).

Research suggests that peer on peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of peer on peer abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (Farrer and Co. 2019).

It is important to consider the forms abuse may take and the subsequent actions required.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities particularly when investigating any form of peer on peer abuse.

Language

For the purposes of this policy the language used will refer to *alleged* victims and *alleged* perpetrators, this is to ensure that children are not given 'labels' about their behaviour unfairly and without any full and thorough conclusive investigation. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children and young people following any investigations that may occur. The use of words such as victim and perpetrator can be both inflammatory and distressing for children and their parents.

Types of Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical Abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually Harmful Behaviour/Sexual Abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual Harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is 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 (KCSIE 2020).

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;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats;
- upskirting

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. (KCSIE, 2020)

Bullying (inclusive of all types)

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and Collins dictionary, updated 2018)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

(Preventing and Tackling Bullying July 2017)

Online bullying

Online bullying is the use of phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that Online bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing sexual images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (Youth Involved Imagery)

'Youth Involved' includes children sharing images that they, or another child, have created themselves and 'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy), and

A judgement of whether something is 'decent' is both a value judgement and dependent on context. The term 'sexual' is clearer than 'indecent'.

Sexting (more commonly known as) is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Measuring the Behaviour

A continuum of behaviour can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident (s).

The continuum looks at whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

Expected Action Taken From All Staff

All staff should be alert to the well-being of children and young people and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer on peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Although the type of abuse may have a varying effect on the alleged victim and alleged perpetrator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get a true, accurate account of the facts around what has happened, so that nothing is forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff should also be mindful of contextual safeguarding and that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

Gather the Facts

In cases specifically relating to Sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education, 2020 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, *where possible*.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible. However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff need basic training in managing disclosures. In any circumstance the member of staff

must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) A full and clear record of exactly what the young person has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) and stored following each school/setting's own recording protocols (paper or electronic systems).

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide On Your Next Course Of Action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). This action would, in most circumstances be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of staff. If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing Parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further

risk of significant harm.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Outcomes

The outcome of the investigation will follow your local threshold guidance. Therefore, either a referral has been made to either the police/social care for a full investigation. It may have resulted in Children's Services undertaking a further assessment or as a school/setting you may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment. It may be that on investigation a decision has been made to handle the incident (s) internally and in which case the school may implement a risk assessment plan. In any of the above outcomes the school has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed (alleged victim)

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a learning mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they

can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour (alleged perpetrator)

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After Care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Safety Planning

Safety planning is a positive way of supporting a child who may benefit from a planned approach; this may be either the alleged victim or the alleged perpetrator. Safety plans support the child by considering the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school/setting, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined up approach is being followed by all in school.

Disciplinary Action

Finally and in some circumstances, the school/setting may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer on peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer on peer abuse and the causes of it.

The school/setting will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial.

Review of Circumstances

Following any incident of harm, it is necessary for the school/setting to consider if anything could have been done differently. This demonstrates how proactive the school is in continually reviewing its policies and systems in effectively keeping children safe.

This policy has been heavily supported by the key document:

Farrer and Co: Peer on Peer Abuse Toolkit 2019.

<https://www.farrer.co.uk/globalassets/news-articles/downloads/peer-on-peer-abuse-toolkit-14.pdf>

DFE: Keeping Children Safe in Education. September 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DFE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges. December, 2017

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Working Together to Safeguard Children, 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

UKCCIS: Sexting in Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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