

Safeguarding & Child Protection Policy



Chelsea Community Hospital School

SEPTEMBER 2025

THIS IS A SAFEGUARDING & CHILD PROTECTION POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, PUPILS AND PARENTS.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical and mental health conditions.
- Our school is based across six NHS hospital sites: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and CCHS Ladbroke Grove.
- We teach across all key stages in both primary and secondary. All our sites are in Central London, England.

TOTAL NO. OF PUPILS

Variable due to hospital admissions

KEY CONTACTS

Named member of the SLT and Designated Safeguarding Lead: Laura Perrett (Deputy Headteacher)

Named Governors for Safeguarding: Ashkan Rahmati and Francesca Smith

Chair of Governors: Ashkan Rahmati

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

September 2025

POLICY REVIEW DATE

September 2026

NAME: _____

DATE: _____

	Headteacher: Marie Sherlock					
	Designated Safeguarding Leads: Laura Perrett Andrew Steventon (CCHS@Ladbroke Grove)					
	CCHS@CW	CCHS@ Ladbroke Grove	CCHS@ Collingham	CCHS@RBH CCHS@Foulis	CCHS@SM	CCHS@ Lavender Walk
Deputy Designated Safeguarding Lead	Paul Lush	Lauren Pugh	Michelle Sellars	Angela Moxam Ben Lewis	Jayne Lowry	Jags Kaul
Named Nurse for Safeguarding Children	Faye Mitchison		Abigail Skeel Joanna Payne	Sarah Blount Debbie Saunders	Nicci Wotton	Abigail Skeel Joanna Payne
Named Safeguarding Clinician	Dr Paul Hargreaves			Michele Puckey Frank Butau 0748403730 Wura Aysha Oke 07971075933	Dr Katie Melbon	
Social worker		Relevant community team	Jessica Caley Colleen Simon (CNWL Head of Social Work & Safeguarding)			Isabel Green Colleen Simon (CNWL Head of Social Work & Safeguarding)

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Governments, vision for all services for children and young people the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness to all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as behaviour management and bullying.

Legislative framework

- Keeping Children Safe in Education 2025
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2023
- Children and Social Work Act 2017
- London Child Protection Procedures 2017
- United Nations Convention on the Rights of the Child 1992
- The Equality Act 2010
- The Children & Families Act 2014

- Every Child Matters 2003
- The Human Rights Act 1998
- The Education Act 2002

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children’s mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

The school will ensure that all staff follow the principles identified below, many of which derive from the Children Act 1989:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the family’s cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

4. OUR ETHOS

Our school maintains an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils are encouraged to talk freely to staff if they are worried or concerned about something. Throughout our curriculum, we provide opportunities for pupils to develop the skills they need to identify risks and stay safe. This includes the development of essential life skills e.g. personal safety, E-safety, sexual health and relationships.

5. ROLES AND RESPONSIBILITIES

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Laura Perrett	020 8962 2851

Deputy DSL	Andrew Steventon (LG) Paul Lush (CW) Angela Moxam (RBH) Jayne Lowry (SM) Michelle Sellars (CG) Jags Kaul (LW)	020 8962 2851 020 3315 8672/3 020 7352 8121 Ex 82415 020 3312 6257 020 3838 7800 020 3317 3759
Headteacher	Marie Sherlock	020 8962 2851 or 07442 119 679
Named Safeguarding Governor	Ashkan Rahmati Francesca Smith	020 8962 2851
Chair of Governors	Ashkan Rahmati	020 8962 2851
RBKC LADO	Aqualma Daniel	Aqualma.Daniel@rbkc.gov.uk

THE GOVERNING BODY

The Governing Body of Chelsea Community Hospital School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, there is a named governor for safeguarding.

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Children Board policies and procedures;
- They are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements. (See Appendix 1)
- They are aware of their duties under the Data Protection Act 2018 and the UK GDPR to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and annually thereafter. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are deputy DSL(s) for each site;
- A teacher is designated to take the lead for Looked After and previously Looked After children;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training, at least annually. This will include online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2023);

- As part of providing a broad and balanced curriculum, ensure that children are taught about safeguarding, including online safety, and that this is adapted for vulnerable children, victims of abuse and those with SEND.
- The school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Safeguard children from potentially harmful and inappropriate online material by ensuring that appropriate filters and appropriate monitoring systems are in place. Additionally, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- Any weakness in the safeguarding arrangements that are brought to their attention are remedied immediately.

The governing body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the governing body how the school meets its statutory requirements.

The governing body will undertake a range of ‘safeguarding visits’ over the year to monitor compliance within the safeguarding agenda.

The new Ofsted Inspection Framework will carry out inspections of early years, schools and post-16 provisions under the Ofsted’s Education Framework. Inspectors will always report on the effectiveness of safeguarding arrangements. Ofsted has published specific guidance on this which is available at www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

THE HEADTEACHER

The Headteacher at Chelsea Community Hospital School will:

- Identify a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identify members of staff to be the Deputy DSLs and ensuring that in the absence of the DSL there is always cover for the role;
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff;
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within the school.

In carrying out their role in accordance with the responsibilities outlined in Annex C of ‘Keeping Children Safe in Education’ DfE (2023) the DSL will;

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Ensure all staff members and volunteers are aware of our policy and the procedures they need to follow.
- Meet with all staff as part of their induction to ensure they have read the appropriate documents and had guidance about making a safeguarding entry on the database, and answer any questions and identify training needs.
- Liaise with the SMT to inform them of current issues.
- Provide advice and support to staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded under Safeguarding in Liaison on the database and the DSL alerted.
- Liaise with the **three safeguarding partners** (local authorities, chief officers of police, and clinical commissioning groups) and work with other agencies.
- Be aware of the requirement for children to have an Appropriate Adult when being interviewed by the police. Police interviewees should only happen at the child's place of education in exceptional circumstances and only with the Head's agreement. This can be the Head or their nominee and it is important to remember that the role is to assist the child not just be an observer.
- Be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues, including putting a risk assessment and support plan in place for all young people involved in incidents of child on child abuse with a named person they can talk to if needed.
- Be aware of all children within the school who have a Social Worker and are the subject of a Child in Need or Child Protection Plan or who are Looked After Children;
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff;
- Ensure the school is represented at child protection case conferences and that written reports are provided as required;
- Ensure that recommendations made by Local Safeguarding Children Board (LSCB) are implemented;
- Be available during term time for staff to discuss any safeguarding concerns either in person or by telephone.
- Ensure written records and child protection files are maintained, kept confidential, stored securely and sent to new schools.
- Ensure that when children leave the school their safeguarding information is transferred to the new school or college as soon as possible, separately from any other information.

SCHOOL STAFF

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will ensure the safety and well-being of the pupils in the school.

All school staff have a responsibility to;

- Read all relevant safeguarding documentation (including part 1 of Keeping Children Safe in Education (KCSIE)) and sign a declaration at the beginning of each academic year to confirm they have done so. The Site Coordinators are responsible for ensuring that this, plus guidance on how to write a safeguarding entry on the database, happens for new starters during the academic year.
- Help provide a safe and caring environment in which pupils can develop the confidence to voice ideas, feelings and opinions.
- Treat pupils with respect within a framework of agreed and understood behaviour.

- Monitor and report as required on the welfare, attendance and progress of all pupils
- Identify signs and symptoms of abuse
- Seek advice and support as necessary from the DSL and other senior school and hospital staff members.
- Report concerns about pupils to the DSL and other senior school and hospital staff members as appropriate
- Report concerns about colleagues (including supply staff) to the Headteacher.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental)
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Keep clear, dated, factual and confidential records of child protection concerns.

REPORTING SYSTEMS FOR YOUNG PEOPLE

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Pupils are able to easily and confidently report abuse by either talking to a member of staff or using the "Worry Box" icon situated on the desktop of all pupil computer network logins. Pupils are informed of this when they are introduced to the school computers, in discussions in RSE lessons and in learning mentor sessions.

6.APPOINTMENT OF STAFF

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance "Keeping Children Safe in Education" 2023 and will observe the following safeguards:

- At least one of the persons who conducts an interview will have completed appropriate safer recruitment training
- Adverts and documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school.
- We will inform shortlisted candidates that online searches may be done as part of due diligence checks and rigorous checks will be made of any candidate before appointments are confirmed;
- All references will be taken up and verified by telephoning referees;
- A reference will always be obtained from the last employer;
- At interview candidates will be asked to account for any gaps in their career/employment history;
- Candidates will be made aware that all staff are subject to verification of their identity and professional qualifications, an enhanced DBS check which includes barred list information and checks for prohibitions, sanctions and restrictions via the Secure Access/DfE Sign-in Portal.
- All governors will have an enhanced DBS check.

- All volunteers will have an enhanced DBS check and access to regular supervision from a member of the teaching team.
- We will maintain a Single Central Register of pre-appointment checks carried out for all staff in line with statutory requirements. This includes teacher trainees on salaried routes, agency and third party supply staff, even if they work for one day. For agency/supply staff we will record that written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.
The details of an individual will be removed from the single central record once they no longer work at the school or college.

7. SAFER WORKING PRACTICE

All adults who come into contact with pupils have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. This will include:

- The school's Code of Conduct
- The DfE Guidance regarding reasonable force - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Guidance for safer working practices in education settings - file:///C:/Users/amand_000/Documents/Safeguarding/Guidance%20for%20safer%20working%20practices.pdf

All staff will be expected to carry out their duties in accordance with this advice and will be made aware that failure to do so could lead to disciplinary action.

8. ALLEGATIONS AGAINST STAFF

Our aim is to provide a safe and supportive environment, which secures the well-being and very best outcomes for the children at our school. We recognise that because of our daily contact with children in a variety of situations teachers and other school staff are vulnerable to accusations of abuse. We further recognise that, regrettably, in some cases such accusations may be true.

When allegations occur, they are distressing and difficult for all concerned. We believe that having clear agreed procedures for dealing with allegations against staff can help with this and we expect all staff to follow these.

If an allegation is made or information is received about any adult who works in our setting, which may meet the harm threshold, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers.

Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

If neither the Head teacher nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Head teacher or Chair of Governors will make an assessment as to whether the allegation indicates that the individual poses a risk of harm if they continue to work in their present position, or in any capacity with children in the school. If this is the case, they will follow the procedures in our Policy for Managing Concerns which meet the Harm Threshold and do basic enquiries to establish facts and then seek advice from the Local Authority Designated Officer (LADO) - within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. When dealing with a concern about a supply teacher the employing agency will be informed of the situation.

Allegations assessed as “low level concerns” are dealt with in line with the school’s Policy for Managing Low Level Concerns.

LADO Contacts

Kensington and Chelsea

Kensington and Chelsea Duty Line – Tel: 020 7361 3013

Ask to speak to the Duty Child Protection Advisor

OR email KCLADO.Enquiries@rbkc.gov.uk

Aqualma Daniel

Safer Organisations Manager & Local Authority Designated Officer (LADO)

Telephone: 07870 481 712

Email: Aqualma.Daniel@rbkc.gov.uk

If you cannot reach the LADO you can contact:

Sarah Stalker (Child Exploitation Lead)

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: sarah.stalker@rbkc.gov.uk

Sharon Aggor

Family Support and Child Protection Adviser

Mobile: 07929 822 2840

Email: sharon.aggor@westminster.gov.uk

Anna Richards

Family Support and Child Protection Adviser (Wednesday to Friday)

Mobile: 07974 613 180

Email: anna.richards@rbkc.gov.uk

Sarah Mangold

Interim Service Manager for Safeguarding, Bi-Borough

Mobile: 07984 016 841

Email: sarah.mangold@rbkc.gov.uk

Elaine Campbell

Safeguarding Lead for Schools and Education

Mobile: 07890 397 061

Email: elaine.campbell@rbkc.gov.uk

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR department. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the school will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

9. STAFF TRAINING AND SUPPORT

The school recognises the importance of safeguarding training for all school staff and will ensure that the DSL and all school staff have access to appropriate training. In addition to annual training, the DSL will ensure that they update their knowledge and skills at regular intervals to keep up with any developments relevant to their role.

The governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all the children at our school. The designated Governor for Safeguarding will have specific training in their role, available from the Local Authority.

When new staff join our school, they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with

- The school's Code of Conduct
- The DfE Guidance regarding reasonable force - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Guidance for safer working practices in education settings - file:///C:/Users/amand_000/Documents/Safeguarding/Guidance%20for%20safer%20working%20practices.pdf
- Part one of 'Keeping Children Safe in Education' DfE (2023) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf
- Our safeguarding information document
- The safeguarding procedures documents for each site.
- Information on online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

They will also be informed of who the Designated Safeguarding Lead (DSL) and Deputy DSLs are.

All staff are expected to read these key documents and will be given an opportunity to discuss them with the DSL to ensure they fully understand their responsibilities.

New members of staff will receive safeguarding training during their induction period within the first half term of joining the school. This will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle blowing in respect of concerns about another adult's behaviour and suitability to work with children.

In addition to the safeguarding induction all members of staff will undertake appropriate safeguarding training on an annual basis, will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) and will receive regular support in respect of child protection work, either from the DSL or other appropriate school or NHS staff. The impact of this training will be evaluated by the DSL and the Senior Leadership Team.

The Governing Body recognises its responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and will request an annual report from the DSL, as part of the Head Teacher's report, regarding the safeguarding practice of the school so any identified gaps are remedied in a timely manner.

10.CURRICULUM

We believe that the school curriculum is important in the protection of children and will aim to ensure that curriculum development meets the following objectives (these are often met through the Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools):

- Developing pupil self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- Developing non-abusive behaviour between pupils

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, we aim to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in the safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Our approach to online safety is based on addressing the 4 key categories of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm; or example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example: the safe use of social media, the internet and technology, keeping personal information private, how to recognise unacceptable behaviour online, how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that: staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems on the school network and devices to limit children's exposure to the 4 key categories of risk from the school's IT systems, while being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- Ensure that the filtering and monitoring systems meet the Department for Education filtering and monitoring standards (• identify and assign roles and responsibilities to manage filtering and monitoring systems. • review filtering and monitoring provision at least annually. • block harmful and inappropriate content without unreasonably impacting teaching and learning. • have effective monitoring strategies in place that meet their safeguarding needs. • use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them).
- Ensure that all staff have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Carry out an annual review of our approach to online safety with the governing body, supported by an annual risk assessment that considers and reflects the risks faced by our school community. And use relevant resources for guidance on appropriate filtering and monitoring (UK Safer Internet Centre, Southwest Grid for Learning, The Policy Paper - Schools' buying strategy and The Department guidance "Generative AI: product safety expectation to support us to use generative artificial intelligence safely, and ensure we are aware of how filtering and monitoring requirements apply to the use of generative AI in education.
- To ensure we have the appropriate level of security protection procedures are in place we will make use of the guidance available from the National Education Network and at National Cyber Security Centre – NCSC, and take appropriate action to meet the Cyber security standards for schools and colleges which were developed to help improve resilience against cyber-attacks.

11. CHILDREN AT POTENTIALLY GREATER RISK OF HARM

The school recognises that young people who

- Have special educational needs (SEN) or disabilities or health conditions
- 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 being educated at home (Elective Home Education)
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Have parents/carers who have expressed an intention to remove them from school to be home educated

may be especially vulnerable to abuse and we expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The DSL will work with the SENCOs to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

12. USE OF 'REASONABLE FORCE'

In view of the additional vulnerability of the pupils we work with and in keeping with our behaviour management policy we aim to manage behaviour by making reasonable adjustments to our expectations, with planned, positive interventions and proactive behaviour support. However, we appreciate that there are some circumstances when it might be necessary for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' means 'using no more force than is needed' and can cover a broad range of actions that involve a degree of physical contact to control or restrain children.

At CCHS we consider the use of passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of the classroom, as a last resort. Wherever possible we will aim to move other pupils away from a challenging situation rather than intervening physically with a pupil who is experiencing behavioural difficulties.

Any use of reasonable force will be documented, debriefed with the staff involved and discussed with parents/ carers.

13. RECORD KEEPING AND REPORTS

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

All staff are expected to maintain high quality signed and dated child protection records CPOMS (Child Protection Online Monitoring System), which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken.

When writing these records, it is important to remember that they can be viewed by parents/carers and may in some cases be required in court proceedings.

We further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

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

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Head Teacher and DSL will ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services.

15. COMMUNICATING THIS POLICY TO PARENTS AND PUPILS

This policy is available to parents/carers and pupils on the school website and makes clear that we are required to follow the Local Child Safeguarding Board (LSCB) Guidelines for reporting suspected abuse to the Family and Children's Services Department.

Pupils and parents are informed of how the school's child protection system works and with whom they can discuss any concerns. Information about local and national telephone help lines is also available.

16. CONFIDENTIALITY

Child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

17. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The Head Teacher and DSL will report annually to the Governing Body on the effectiveness of this policy and associated issues in the school over the preceding year.

18. RELEVANT POLICIES

This policy should be read in conjunction with other relevant school policies

- Staff Code of Conduct
- Anti-Bullying
- Behaviour
- Safer Recruitment
- Confidential Reporting of Concerns (Whistle-blowing)
- Attendance & Punctuality
- Online Safety
- Lone Working
- Health and Safety
- Drugs Alcohol and Substance Misuse
- Equal Opportunities
- Sex and Relationship Education
- Special Educational Needs
- Supporting pupils with medical conditions in school
- Educational visits including overnight stays

APPENDIX 1

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act). According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance

equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

The PSED helps schools and colleges to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

ANNEXE 1

CCHS SAFEGUARDING PROCEDURES: Dealing with concerns

School staff are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public, which foster respect, confidence and trust, can lead to disclosures of abuse, and/or school staff being alerted to concerns.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, **all** concerns regarding the welfare of pupils will be recorded on CPOMS (Child Protection Online Monitoring System) and the DSL, Headteacher and site specific staff will be alerted to the entry (see CPOMS protocol for more information).

Sometimes these concerns are clear-cut

- Injuries, marks, or bruises which are not readily attributable to the normal knocks or scrapes received in play,
- Explanations of injuries which appear inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm e.g. worrying drawings or play
- Any significant changes in a child's presentation, including non-attendance
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children

Sometimes you might just have a feeling – **please share these as well**. On occasions, a referral results from a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

We should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program

Responding to Disclosures: It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend or parent/carer may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. **If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.**

We recognise that those who do disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Not show signs of shock, horror or surprise
- Clarify the information keeping questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?'
- Not express feelings or judgments regarding any person alleged to have harmed the child

- Explain sensitively to the person that they have a responsibility to share the information but only those who 'need to know' will be told
- Reassure children that they are being taken seriously and that they will be supported and kept safe.
- Explain what will happen next.
- Discuss the information with the DSL and/or Head.
- Ensure the information is shared with other relevant agencies.
- Add a Safeguarding note to the child's Liaison section on the database – this should be made where possible on the day of the event, should be factual and include who? what? where? when?, other relevant information e.g. witnesses, immediate action taken and the actions taken as a result of the discussions with the DSL/Head. This entry is automatically emailed to the DSL and the Head teacher.
- Safeguarding entries should be part of the information shared between school staff in morning meetings.

IMPORTANT NOTE

1. If you have

- Been informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

There is a mandatory duty to make a report to the police (this would be done after we have shared the information/concern with NHS staff as with other concerns).

Reports under the duty should be made as soon as possible and best practice is for reports to be made by the close of the next working day.

In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.

A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made. If you think you are dealing with such a case, you should consult colleagues, including the DSL, as soon as practicable. It is important to remember that the safety of the girl is the priority.

2. Sexualised behaviour should be responded to using the SDSE Method

- STOP
- DEFINE
- STATE the school rules
- ENFORCE and redirect

Incidents should be recorded on the [Sexualised Behaviours Recording Form](#) and reported to the DSL who will make an immediate risk and needs assessment. The risk and needs assessment should consider:

- Our zero tolerance approach to sexual violence and sexual harassment
- The wishes of the victim in terms of how they want to proceed
- Whether a crime has been committed
- Where the behaviour falls on the [Hackett continuum](#) – developmentally typical to problematic to harmful
- Protecting and supporting those impacted by the behaviour (both children and staff)
- Protecting, supporting and sanctioning those who have displayed/instigated the behaviour
- The importance of understanding intra familial harms and any necessary support for siblings following incidents

Risk assessments should be recorded, kept under review and used to help in completing a [School Safety Plan](#). At all times, the school should be actively considering the risks posed to all pupils and putting adequate measures in place to protect them and keep them safe.

Sharing of nudes and semi-nudes

Incidents involving the consensual or non-consensual sharing of nude or semi-nude images/videos must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save 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.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this will include the staff member who reported the incident and members of the leadership team that deal with safeguarding concerns. 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 image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) 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 or videos 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/carers 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 images or videos 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 images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (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 head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in the policy.

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

If a decision is made to manage the incident internally and not referral to statutory services it is important to consider whether the children involved may benefit from early help. To help with this consideration staff should be familiar with the local Thresholds of Need guidance.

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

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

IT IS IMPORTANT TO REMEMBER THAT IT MAY BE NECESSARY TO MAINTAIN ARRANGEMENTS TO PROTECT AND SUPPORT THE VICTIMS OF ABUSE FOR A LONG TIME. WE ARE PREPARED FOR THIS AND ARE COMMITTED TO WORKING WITH LOCAL AUTHORITY CHILDREN’S SOCIAL CARE AND OTHER AGENCIES AS REQUIRED.

Sharing information with other agencies

All concerns **MUST** be recorded on CPOMS.

LG Pupils	Information should be shared with the pupil’s CAMHS worker and/ or their Social Worker. If the pupil does not have these, concerns will be discussed immediately or in the weekly community pupil meetings and a referral considered to local Children’s Services.
CW Pupils	Information should be emailed to the Clinical Nurse Specialist for Safeguarding Faye Mitchison f.mitchison@nhs.net

<p>BH Pupils</p>	<p>Inform the RBHT Safeguarding Team by emailing them using the details below.</p> <p>Begin email with 'To the safeguarding team. Safeguarding concern/s regarding ___ who is currently on Rose Ward/PICU/Sleep unit.'</p> <p>The subject line of the email should read 'RBHT Safeguarding Concern' Please encrypt the message by clicking on 'options' in your emails, then clicking on the padlock icon, then clicking on 'encrypt'.</p> <p>The top of your email should then state: Encrypt: This message is encrypted. Recipients can't remove encryption.</p> <p>Send the email to the following email addresses</p> <p>Sarah Blount: Safeguarding Children Nurse Specialist s.blount@nhs.net</p> <p>Debbie Saunders: Head of Nursing Safeguarding Children debbie.saunders1@nhs.net</p> <p>The safeguarding team over at St Thomas can be contacted on 020 7188 7188 ext 51276 (due to the trusts merging)</p> <p>For Foulis send the email to: safeguardingadults@rbht.nhs.uk gstt.safeguardingadults@nhs.net</p> <p>Copy text from the CPOMS entry to your email. Add the date/time of observation/disclosure/concern.</p> <p>Please include in your email: The CCHS hospital school teaching team do not have access to Apollo/Epic so can the safeguarding team please upload this email to Apollo/Epic.</p> <p>Add email and further email replies (if applicable) to CPOMS.</p>
<p>Foulis</p>	<p>Information should be shared with Frank Butau (f.butau@rbht.nhs.uk) and Wura Aysha Oke (W.Oke@rbht.nhs.uk)</p>
<p>SM Pupils</p>	<p>Information should be shared with Clinical Nurse Specialist for Safeguarding Nicci Wotton nicci.wotton@nhs.net or imperial.safeguarding.children@nhs.net</p>
<p>CG Pupils</p>	<p>Information should be shared with the Unit</p> <p>Social Worker Jessica Caley j.caley@nhs.net</p> <p>Matron Christine Asumang c.asumang@nhs.net</p> <p>Ward Manager Jazmine Haines jazmin.haines1@nhs.net</p> <p>Consultant Child & Adolescent Psychiatrist Dr Mari Dominguez mari.dominguez1@nhs.net</p>
<p>LW Pupils</p>	<p>Information should be emailed to/shared with the Unit</p> <p>Social Worker Isabel Green isabel.green7@nhs.net</p> <p>Consultant Child & Adult Psychiatrist, Dr Liam Young liam.young@nhs.net</p> <p>Dr A Daramola adeniyi.daramola@nhs.net</p> <p>Matron lucy.cooper54@nhs.net</p> <p>Clinical Nurse Manager Tracey Aduboffour tracy.aduboffour@nhs.net and the Primary/Second Nurses.</p>

Elective Home Educated Pupils	Inform the LA allocated officer and/or make a referral to their local Children's Services.
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School staff may be asked to attend conferences or meetings on behalf of the school in respect of individual children. The person attending needs to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. Reports should contain information about the child's physical, emotional and intellectual development and their presentation at school. These reports should be shared with parents/carers prior to the meeting where appropriate and possible.

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

- the situation is an emergency and the DSL and the Head teacher are not unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

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

When a child leaves our school, the school will make contact with the DSL at the new school and will ensure that the child protection information is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

Sharing information with parents/carers:

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent us making a referral to Children's Services in those circumstances where it is appropriate to do so.

We will work in an open and honest way with parents/carers whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with their parents/carers.

ANNEXE 2

CCHS SAFEGUARDING INFORMATION

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

- Have special educational needs (SEN) or disabilities or health conditions (whether or not they have a statutory Education, Health and Care Plan)
- Have a Social Worker
- Are being educated at home
- Require mental health support
- Are Looked After or previously (adopted or returned home to their family) Looked After Child
- Are young carers
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Are frequently missing/goes missing from care or from home
- Are at risk of modern slavery, trafficking or exploitation
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Are misusing drugs or alcohol themselves
- Are privately fostered child

Children with special educational needs and disabilities

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND and certain medical conditions can be more prone to peer isolation and bullying and may not outwardly show signs of this.
- communication barriers and difficulties in managing and/or reporting difficulties
- cognitive understanding – struggling to understand written communication and the nuances and appropriateness or otherwise of social communications.

To help address these we aim to provide SEND pupils with the additional pastoral and mentoring support that they need.

Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The school should be aware of all children who have a Social Worker and this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

Elective Home Education (EHE)

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

Looked after and previously looked after children

Designated teacher for looked after and previously looked after children:

We recognise that the most common reason for children becoming looked after is because of abuse and/or neglect. We ensure that staff have the information they need in relation to a child's looked after legal status (this is recorded on our database) and the skills, knowledge and understanding to keep looked after children safe.

Details of the child's social worker and the name of the virtual school head in the authority that looks after the child should also be recorded on the database.

The designated teacher works with local authorities to promote the educational achievement of registered pupils who are looked after and children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan (PEP). The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children.

One of the on-going responsibilities that Local authorities have to the young people who cease to be looked after and become care leavers is the appointment of a Personal Adviser who develops a pathway plan with the young person.

Details of the local authority Personal Advisor appointed to guide and support a care leaver are recorded on the database, and the DSL will liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found at

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

Abuse, Neglect and Exploitation

All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify children who may be in need of help or protection

Definition of Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

The NSPCC advises that we should be looking out for behaviour that is unusual

withdrawn suddenly behaves differently anxious clingy depressed aggressive problems sleeping eating disorders wets the bed soils clothes takes risk misses school changes in eating habits obsessive behaviour nightmares drugs alcohol self-harm thoughts about suicide

Physical abuse: a form of abuse, which may involve hitting, shaking, throwing, kicking, poisoning, burning or scalding, 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 – this is known as fabricated or induced illness (FII).

Possible signs:

- Frequent injuries
- Pattern of injuries
- Explanations that don't match the injuries

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

Possible signs:

- Overly affectionate towards strangers or people they have not known for very long.
- Lack confidence or become wary or anxious.
- Not appear to have a close relationship with their parent/carer.
- Aggression towards other children and animals.

- Use language, act in a way or know about things that you would not expect them to know for their age.
- Struggle to control strong emotions or have extreme outbursts.
- Lack social skills or have few, if any, friends.

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

Possible signs:

- Staying away from or being frightened of certain people
- Using sexual language or know information that you would not expect them to.
- Showing sexual behaviour that's inappropriate for their age
- Being sexually active at a young age
- Physical symptoms – anal or vaginal soreness, discharge, sexually transmitted infection, pregnancy

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

Possible signs:

- Poor hygiene.
- Unwashed clothes.
- Inadequate clothing, e.g. not having a winter coat.
- Unusually hungry.
- Untreated injuries, medical and dental issues.
- Repeated accidental injuries caused by lack of supervision.
- Recurring illnesses or infections.
- Missed medical appointments.
- Tiredness.
- Faltering weight or growth and not reaching developmental milestones (known as failure to thrive).
- Poor language, communication or social skills.

- Living in an unsuitable home environment for example dog mess being left or not having any heating.
- Left alone for long periods.
- Taking on the role of carer for other family members.

Poverty and financial hardship are not the same as neglect but they do increase the risk of experiencing neglect. The cost-of-living crisis has made the line between material poverty and neglect an even trickier one to walk.

The cost-of-living crisis is affecting families from all walks of life, with more than 1 in 4 children now estimated to be living in poverty. Parents/carers may feel shame and embarrassment about their financial difficulties, and may try to hide these issues from the school, so always keep an open mind and don't assume that any particular family is okay, even if you believe they have an affluent lifestyle

In a Barnardos survey published in October 2022, over half of parents/carers reported having to cut back on food spending in the last year, and 1 in 5 admitted to struggling to provide enough food for their children

Poverty is not a safeguarding issue on its own, but it does increase the risk. It's important to always report any concerns. The school can direct families struggling with the cost of living to the support they need.

Specific Safeguarding Issues

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence). This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Child criminal exploitation (CCE) is a term used to describe forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulate into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Possible signs:

- persistently going missing from school or home and / or being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

A referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Child on child abuse is abuse of a child by another child or children which can happen both inside and outside of school or online. All staff should recognise that children are capable of abusing other children and even if there are no reports in our school this does not mean it is not happening, it may be the case that it is just not being reported.

It is essential to understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying (abusive, harassing and misogynistic messages), prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- “upskirting” which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. The initial response to a report of sexual violence or harassment from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

Possible signs:

- older boyfriends or girlfriends
- suffering from sexually transmitted infections

- becoming pregnant
- persistently going missing from school or home
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Age appropriate guides to support children are available at <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> and

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

The guides explain each step of the process, support and special measures that are available.

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

Children who are absent from education for prolonged periods is a potential indicator of abuse or neglect, including child sexual and child criminal exploitation, FGM, forced marriage or travelling to conflict zones. School staff should be alert to these safeguarding concerns when a pupil is persistently absent and responses should help to prevent them becoming **missing from education**.

Schools should follow their procedures for unauthorised absence and for dealing with children that are missing from education, particularly on repeat occasions. This includes when problems are first emerging but also where children are already known to local authority children's social care (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register.

Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines: is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing from school or home and are subsequently found in areas away from their own;
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

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

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing,

or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic abuse: is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. This applies to partners, ex-partners and family members who do not have to be living together. It is not just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day.

Possible signs:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- needing a lot of attention
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Operation Encompass and the National Domestic Abuse helpline and useful resources.

Homelessness or being at risk of becoming homeless presents a real risk to a child’s welfare. In most cases, school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds

could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

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

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

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. **It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police force area within which the girl resides where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.** It is recommended that you make a report orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.
- Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day, unless any of the factors described below are present. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school designated safeguarding lead and involve children's social care as appropriate.
- In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.
- A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with

colleagues or other agencies is necessary prior to the report being made. If you think you are dealing with such a case, you are strongly advised to consult colleagues, including your designated safeguarding lead, as soon as practicable, and to keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

LGBTQIA+ and gender questioning children: The fact that a child or a young person may be LGBTQIA+ or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBTQIA+ or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA+ or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA+ or are gender questioning. Risks can be compounded where children who are LGBTQIA+ or gender questioning lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBTQIA+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

When supporting gender questioning children we should:

- Consider the broad range of the individual's needs including complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Do this in partnership with their parents and encourage them to seek clinical advice if there have not already done so (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying
- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Mental Health: All staff should 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or a deputy.

Useful resources can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Modern Slavery: encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Private fostering is an arrangement that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

There is a mandatory duty on a school to inform the local authority of private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often, combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme - a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

The Department for Education 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

Serious violence: is about children being approached by, or involved with, individuals associated with criminal networks or gangs and being at risk of criminal exploitation. All staff should be aware of the

indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing, or
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

ANNEXE 3

CCHS SAFEGUARDING PROCEDURES: Protective measures

In order to keep children safe and provide appropriate care for them, we will ensure that we adhere to the following measures.

GENERAL

- Complete necessary risk assessments.

FOR ALL PUPILS

- Store accurate and up to date contact information – including 2 emergency contacts.
- Only share information about pupils with adults who have parental responsibility and professional colleagues.
- Complete relevant consent forms.
- Complete risk assessments for trips.

- Attend safeguarding and psycho-social meetings with the NHS teams at all sites.

Create a supportive environment in school and minimise the risk of child on child abuse

We believe that sexual violence and sexual harassment are totally unacceptable and will not be tolerated and recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Are vigilant to issues that particularly affect different groups – for example, sexualised or aggressive touching or grabbing towards female pupils, initiation or hazing type violence with respect to boys, targeting of LGBTQIA+ pupils
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse by either talking to a member of staff or using the “Worry Box” icon situated on the desktop for all pupil computer network logins.
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example: Children can show signs or act in ways they hope adults will notice and react to, a friend may make a report, a member of staff may overhear a conversation, a child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PHSE, RSE and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- 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 and when it may be deemed as online sexual harassment
- 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 the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

FOR ALL PUPILS WHOSE SCHOOL WE CONTACT

- Inform parents/carers that we will be contacting school but not seek their permission.
- Obtain information about strengths and difficulties at school including information about any safeguarding concerns.
- Provide the school, or ensure the school is provided, with any safeguarding concerns that come to light during the admission.
- Send a discharge email to the home school.

FOR ALL LONGTERM PUPILS AND PLANNED ADMISSIONS (including Collingham and Lavender Walk pupils)

- Get copies of EHCP, Healthcare plans and pupil passports, and use them in our individual learning plans for the pupil.
- Provide the parents/carers and the home school with an education report after discharge.
- Provide other reports as required.
- Liaise with schools, home tuition services and local authorities about education provision post discharge.

FOR ALL LADBROKE GROVE PUPILS

- Arrange a meeting with relevant professionals (home school, CAMHS, Social Care) when a referral is received.
- Obtain information from all relevant parties
- Have a CCHS planning meeting and complete risk assessments prior to admission
- Store accurate and up to date contact information;

Full names and contact details of all persons with parental responsibility

Full names and contact details of all adults with whom the pupil normally lives (if different from above);

Emergency contact details (if different from above);

Full details of any other adult authorised by the parent to collect the pupil from school (if different from the above).

- Inform the local authority within 5 days of the pupil being admitted
- Contact parents/carers before 10am if a pupil has not arrived at school
- In line with the department's statutory guidance on school attendance "Working together to improve school attendance" we will work with local authority children's services where school absence indicates safeguarding concerns and where parents/carers have not responded to school initiatives to improve.
- Notify the local authority when a pupil's name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended.
- Write healthcare plans, in consultation with relevant professional, for pupils with medical needs.
- Store and record the administration of medication in line with the Medication Policy.
- For any pupil receiving education other than at LG e.g. VIBE, we will obtain written information that appropriate safeguarding checks have been carried out on individuals working with the pupil. This will include written confirmation that the provider will inform us of any arrangements that may put the child at risk (i.e. staff changes), so that we can ensure that appropriate checks have been completed for new staff. We will also ensure that we have a record of where these pupils are based during school hours. These arrangements will be reviewed at least half termly.