

This policy was reviewed in: **October 2023**
This policy is due to be reviewed in: **October 2024**

This policy applies to the whole school including EYFS

Contacts

School Contacts			
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Chair of Governors	Mr F W Johnston	bjohnston@piperscorner.co.uk	01494 718255
Safeguarding Committee	Mrs Helen Ness-Gifford Mr Andrew McClean Mr Jason Clarke Mr Alex Rees Mrs Emma Cresswell Mrs Caroline Derbyshire Mr Ross Urquhart Mr Scott Cohen Mrs Rachael Coe Mr Andrew Codling Miss Kelly Harrison Miss Jen Daniel Mrs Rebecca Wilde	hnessgifford@piperscorner.co.uk amcclean@piperscorner.co.uk jclarke@piperscorner.co.uk arees@piperscorner.co.uk ecresswell@piperscorner.co.uk cderbyshire@piperscorner.co.uk rurquhart@piperscorner.co.uk scohen@piperscorner.co.uk rcoe@piperscorner.co.uk acodling@piperscorner.co.uk kharrison@piperscorner.co.uk jdaniel@piperscorner.co.uk rwilde@piperscorner.co.uk	01494 719800 01494 719824 01494 719801 01494 719881 01494 719809 01494 719890 01494 719827 01494 719823 01494 719255 01494 719808 01494 719868 01494 718255 01494 718255

Contacts in County	
<p>Education Safeguarding Advisory Service (ESAS) ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>01296 387981 secure-esasduty@buckinghamshire.gov.uk</p>
<p>First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>01296 383962 secure-cypfirstresponse@buckinghamshire.gov.uk Out of hours 0800 999 7677</p>

Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 secure- LADO@buckinghamshire.gov.uk
RU Safe? (Barnardo's - Child Sexual Exploitation Service)	01494 785552
Children's Services, Out of Hours including concerns of radicalisation	0800 999 7677
Bucks Family Information Service	01296 383065
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461
Thames Valley Police	101(999 in case of emergency) If the concern is about radicalisation, please ask for the Special Branch Sergeant.
Buckinghamshire Safeguarding Children Partnership Board for procedures, policies and practice guidelines	https://www.bucksscp.org.uk/ 01296 383485
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	https://schoolsweb.bucksc.gov.uk
Buckinghamshire Council Prevent Co-ordinator	01296 674784
Prevent Team at Thames Valley	https://www.thamesvalley.Police.uk/advice/advice-and-information/t/prevent/prevent/
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services: https://schoolsweb.bucksc.gov.uk/	
Buckinghamshire Council School Improvement and Traded Delivery Manager	01296 382461 Yvette.thomas@buckinghamshire.gov.uk

Other Contacts	
Department for Education Helpline	0800 136663
NSPCC	0800 800 5000
NSPCC helpline number to support potential victims of sexual harassment and abuse in education settings	0800 136 663
Childline	0800 11 11
Kidscape Bullying Helpline	0207 823 5430
National Association of Child Contact Centres (NACCC)	0115 948 4557
Female Genital Mutilation (email: fgm.help@nspcc.org.uk)	0800 0283550
Samaritans	116 123
RU Safe? Barnardo's - Children/Young People Sexual Exploitation Service Barnardo's RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	www.ceop.Police.uk
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 0151
Crimestoppers	0800 555 111

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Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA - Buckinghamshire)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Code of Conduct for Staff
- Complaints
- Counselling
- Equality, Diversity & Inclusion
- E-safety (including use of mobile/electronic devices)
- First Aid & Health Care
- Health & Safety Manual (including managing children with medical needs)
- Information & Records Retention
- Low Level Concerns
- Mental Health

- Photography
- Prevent Action Plan
- PSHE (to include RE & RSE)
- Relationships & Sex Education
- Rewards, Behaviour & Sanctions
- Safer Recruitment
- SEN/Inclusion
- Visitors
- Whistleblowing

Introduction

At Pipers Corner School we believe a child-centred approach is fundamental to safeguarding and promoting the welfare of every student. A child-centred approach means we strive always to keep the child in focus when making decisions about their lives and working together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our students.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

Additionally, this policy has been developed in accordance with:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) - DfE July 2018
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- What to do if you're worried a child is being abused – March 2015 [What to do if you are worried a child is being abused](#)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This policy also complies with our funding agreement and articles of association.

We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 157 for independent schools of the Education Act 2002 to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm or whose welfare may be in question. In this context "safeguarding" (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risks of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies".

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part One, Part Five and/or Annex A of Keeping Children Safe in Education September 2023 and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Rewards, Behaviour and Sanctions Policy for children and our Attendance Policy which covers Children Missing in Education which are available from the School Office. They are also expected to have read and understood the Low-Level Concerns Policy.

We recognise all staff (all staff means **all** adult staff on-site, including temporary, supply and ancillary staff, and volunteers working with children) and Governors have a full and active part to play in protecting our students from harm and actively promoting their welfare and that the child's welfare is our paramount concern. The School has a duty to act in the best interests of the child and to take action to enable all children to have the best outcomes.

All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

The School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Staff will remain vigilant and alert to these potential risks. They must also recognise and take seriously the danger of child-on-child abuse.

Aims

The aims of this policy are:

- to support students' development in ways that will foster security, confidence and resilience, free from discrimination.
- to provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.
- to ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the well-being of children, identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse. This includes supply staff and volunteers.
- to provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.
- to acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
- to ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- to underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- to ensure the school has robust systems in place which accurately record safeguarding and child protection concerns, which are clearly understood by staff and are adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- to develop effective working relationships, guided by The Continuum of Need Incorporating Threshold Guidance with all other agencies involved in safeguarding and promoting the needs of children at our school. (The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk))
- to ensure that all staff appointed within our school have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices. This includes low-level concerns.
- to ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's well-being.
- to ensure that the school works in line with locally agreed inter-agency procedures. These are currently led by Buckinghamshire Safeguarding Children's Partnership.

This policy dovetails with all relevant policies, in particular, the Recruitment Policy. It must also be read in conjunction with the Employment Manual, particularly with reference to the school's Code of Conduct for Staff and Whistleblowing Policy. The Acceptable Use of ICT Policy outlines the use of mobile technology which has safeguarding implications. The Visitors policy and Visiting Speakers protocol also are relevant to safeguarding and must be taken note of. This policy is published on our website, within the About Us area, under Policies. [Pipers Corner Policies](#)

Equalities Statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities 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 looked after or previously looked after
- Are missing from education
- Whose family has expressed an intention to remove them from school to be home educated

Responsibilities

All staff, supply staff, visitors, contractors, volunteers and governors understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. This policy applies to all staff, volunteers and governors in the School and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

All staff will:

- read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with families. This includes making families aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for students who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this Policy, the Behaviour and Rewards Policy, the role and identity of the designated safeguarding lead (DSL) and Deputy DSLs and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation of abuse or suspects that abuse may have occurred will report it immediately to Mr Andrew McClean (Designated Safeguarding Lead; DSL) or, in his absence, to Mrs Helen Ness-Gifford or Mrs Caroline Derbyshire (Deputy Designated Safeguarding Leads). In the absence of all of the above, concerns will be brought to the attention of a member of the Safeguarding Committee or the most senior member of staff available.

Ross Urquhart is the EYFS safeguarding lead practitioner and he will be responsible for liaison with local statutory services and Buckinghamshire Safeguarding Children's Partnership for EYFS students. He will provide support and guidance to other staff on an ongoing basis and on any specific safeguarding issue. He will liaise closely with the DSL on all EYFS safeguarding issues.

Staff

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff understand vulnerability and that barriers exist; when recognising abuse and neglect of children they will consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents suffer with poor mental health, including substance misuse
- Children suffering criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Looked after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- Victims of so-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ group or who are exploring gender identification
- Children who are at risk of discrimination due to faith and believe, race or ethnicity.

Additional barriers can exist when recognising abuse and neglect in children with SEND. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

Governance

The Governing Body understands and fulfils its safeguarding responsibilities. It will:

- Ensure the Headteacher and the DSL create and maintain a strong, positive culture of safeguarding within the school.
- Ensure the school Safeguarding Policy reflects the unique features of the community it serves and the needs of the students attending its provision. This will be reviewed at least annually.
- Monitor and evaluate the effectiveness of the Safeguarding Policy and be satisfied that it is being complied with.
- Ensure a Designated Safeguarding Lead (DSL) and Deputies who are senior members of staff within the Leadership Team, with the required level of authority, are appointed. The roles and responsibilities of the DSL and Deputy DSLs are made explicit in those post-holders' job descriptions outlined in Appendix 2, (Annex C of September 2023 KCSIE).
- Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.
- Ensure measures are in place to have oversight of how the school delivers on its responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually, following up with the Headmistress, any identified gaps in practice or where procedures may not have been followed.
- Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationships and Sex Education (secondary schools, mandatory from September 2020). Ensure that, through curriculum content and delivery, children understand how to keep themselves safe.
- Ensure that school is following the statutory RSE guidance by discussion with the Head of Life Skills and review of the curriculum - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)
- Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to "Keeping Children Safe in Education (KCSIE)" (September 2023) and legislation referred to therein.
- Ensure the needs of students for early intervention and Child Protection are fully understood and resources allocated to meet identified needs.
- Monitor records of low-level concerns.
- Ensure staff and students undertake online safety training regularly, to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.
- Ensure staff are aware of the danger of child-on-child abuse, including of a sexual nature, and that this and procedures to deal with it are covered in the Safeguarding Policy.
- Support the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.

It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headmistress. If there are concerns that issues are not being progressed in an expedient manner, staff /students/parents should escalate concerns directly to the Local Authority Designated Officer.

The Governing Body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could

pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2023 must be followed if there were any such concerns. [Keeping Children Safe in Education 2023](#)

The Governing Body must ensure that a named teacher is designated for Children Looked After. This is the Designated Safeguarding Lead. They must also ensure that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Nominated Safeguarding Governor will be familiar with Buckinghamshire Safeguarding Children's Partnership (BSCP) procedures, Local Authority procedures and guidance issued by the Department for Education. [Buckinghamshire Safeguarding Children Partnership](#)

The Nominated Governor will:

- undertake the training available for Nominated Governors.
- ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- meet termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.

All governors will undertake safeguarding training including Prevent training on appointment.

The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child. This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice. The Data Protection Act 2018 and GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children.

Designated Safeguarding Lead Responsibilities

We have a Designated Safeguarding Lead (DSL) whose full job description is in Annex C of KCSIE 2023 and who is responsible for:

- Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](#) to inform plans for support or protection (see Part 5 of KCSIE 2023 Appendix 1 for definitions of the categories of abuse).
- Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- Ensuring referrals to partner agencies are followed up in writing, within 24 hours of initial contact.

- Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCP website.
- Ensuring records are up-to-date and staff are supported to differentiate between fact/ opinion/ hearsay and are maintained in accordance with data protection.
- Ensuring records are stored safely and securely and remain confidential, within the school's CPOMS safeguarding software, where access is only available to specific staff from the safeguarding team. The DSL will share information with staff who are unable to access CPOMS safeguarding records on a "need to know" basis only and in accordance with the confidentiality policy. All child protection files are held **separately** from general student records. CPOMS safeguarding software provides an overview of student's safeguarding incidents and is used by the DSL/Safeguarding & Pastoral Admin Manager to run a chronology as and when required.
- Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student.
- Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website. Ensuring that Pipers Corner School's most up to date **Safeguarding and Promoting Children's Wellbeing Policy** is widely available (on the website), publishing the **Safeguarding Statement** and other relevant information on the school website.
- Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence, the DSL will ensure the deputy is available. (The DSL and deputies and safeguarding committee are all trained to the same level within our school and members of the safeguarding committee can stand in if the DSL and deputy DSLs are not available).
- Ensuring arrangements are in place to support staff outside of these times if students are off site and accompanied by staff.
- Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case Conferences, submitting reports to the Conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- Providing the Headmistress (if the Headmistress is not the DSL) with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their Safeguarding policies and procedures.
- Meeting regularly (a minimum of once per term) with the Nominated Governor to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted.
- Meeting the statutory requirement to keep up-to-date with knowledge, enabling them to fulfil their role, including attending relevant training.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent. [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.
- Taking responsibility for and having oversight of online safety and training for staff and students.
- Ensuring students feel child-on-child abuse is taken seriously and staff understand how to respond to this.
- Undertaking a risk assessment for any young person who reports sexual harassment or violence.

The Deputy DSLs will undertake the activities of the DSL in their absence, but the ultimate lead responsibility for child protection remains with DSL.

The EYFS safeguarding lead practitioner is Ross Urquhart and he will be responsible for liaison with local statutory services and Buckinghamshire Safeguarding Children's Partnership for EYFS students. He will provide support and guidance to other staff on an ongoing basis and on any specific safeguarding issue. He will liaise closely with the DSL on all EYFS safeguarding issues.

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the School and via the School website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Supporting Students

Staff must maintain open communication with the students in their care and be vigilant for any signs of abuse. Students must also be reminded of whom they can turn to when they have an issue. Our school will support all students by:

- Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- Liaising with the parent/carer, GP and school nurse to ensure that an appropriate care plan is in place if a student has medical needs.

- Developing a good working knowledge of The Continuum of Need Incorporating Threshold Guidance and how it can be used to safeguard and promote the well-being of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- Ensuring that a named teacher who is the DSL is designated for Children Looked After and that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. We will work with the Virtual Schools Team to support the educational attainment for children looked after at our school.
- Staff being sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g. teasing, bullying or when negotiating relationships.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- Providing continuing support to a student (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the DSL at the student’s new school as a matter of urgency/within the first term.
- Teaching children to keep themselves safe online.
- 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. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children. Where children need a social worker, 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). The Children in Need review, ‘[Improving the educational outcomes of Children in Need of help and protection](#)’ contains further information; the conclusion of the review, ‘[Help, protection, education](#)’ sets out action Government is taking to support this.
- Schools have an important role to play in supporting the mental health and well-being of their students. 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. There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems which are outlined in the Mental Health Policy. Schools 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 in the ‘mental health and behaviour in schools’ guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, well-being and resilience among young people. See [Rise Above](#)

At our school, we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the children might experience abuse or neglect as a result of these difficulties.

The DSL, along with the rest of our staff, have received training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.

- Students are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.
- Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the Police.

Definitions of abuse

(See also Appendix 1 and KCSIE 2023 Parts one, five (Appendix 4) and Annex B).

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

We are mindful of the vulnerability of key groups of children such as those with SEND, young carers, children involved in anti-social behaviour, those misusing drugs or alcohol, those at risk of modern day slavery, exploitation, radicalisation or trafficking, looked after children, privately fostered children, children who go missing from home or care, and those who have family circumstances such as drug abuse or domestic violence which are challenging.

All school staff should be aware of the definitions, signs and symptoms of abuse as outlined in Annex B of KCSIE 2022, which they must have read.

There is excellent guidance about identifying abuse in “What to do if you’re worried a child is being abused” available by following the hyperlink:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

The four main areas are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect.

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations

- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying.

Signs of possible neglect

Dirty skin, body smells, unwashed, uncombed hair and untreated lice

- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food.

Further information can also be found on the NSPCC website which outlines common signs of abuse: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> All staff are expected to have read this.

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

Specific areas to be considered

There are a number of other areas outlined in Annex B of KCSIE 2022 which staff must have read and are expected to be mindful of such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing education (CME)
- Children with family members in prison
- Child criminal exploitation (CCE) and child sexual exploitation (CSE) are forms of abuse
- County lines and/or gangs
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse (DA)
- Homelessness
- So-called “honour-based” abuse, including FGM and forced marriage
- Female genital mutilation (FGM)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- Child-on-child / child-on-child abuse

- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence and sexual harassment between children in schools and colleges.

All staff are made aware that they have a mandatory duty to report cases of FGM to the Police.

Online abuse and e-safety

Online abuse must be recognised as a real danger to children and can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Whilst a central part of our work with students is to support them to stay safe whilst online, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor. Staff and students will undertake online safety training

All staff are aware of the school's expectations regarding e-safety covered in the Acceptable Use of ICT Policy which sets out our expectations relating to:

- Creating a safer online learning environment.
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking.
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours online which may make students vulnerable, including sexting.
- Use of mobile technology both within school and on school trips/outings.
- Use of camera equipment, including camera phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the Staff Code of Conduct.
- Staff training on online safety.
- Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.

Students, staff and parents are supported to understand the risks posed by the **content** accessed by students, their **conduct** online, the risks involved in online **commerce** and who they have **contact** with in the digital world.

We have an Acceptable Use of ICT Policy which sets out the acceptable use of mobile technologies by students whilst on-site. This includes sanctions which will be applied when these boundaries are not adhered to.

We have a separate Mobile Phone Policy which sets out the acceptable use of mobile technologies by students whilst on-site. This includes sanctions which will be applied when these boundaries are not adhered to.

Staff use of mobile technology whilst on-site is set out in the Staff Code of Conduct. Staff working in Pre-Prep are not allowed access to their phones when students are present

Attention is drawn to the excellent government guidance: "Teaching Online safety in Schools".

Sexting

"Sexting", also referred to as "youth produced sexual imagery", is one of a number of "risk-taking" behaviours associated with the use of digital technologies, social media or the internet. It is accepted

that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Staff, students and parents are supported via training to understand that the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of students themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication "Sexting in Schools and Colleges" produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the Police. Staff are reminded not to view or forward illegal images of a child and attention is drawn to the Searching, Screening and Confiscation guidance published by the DfE.

If the incident meets the threshold, it may be necessary to refer to the Police in a timely manner.

Child-on-Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. Staff are reminded that child-on-child abuse is totally unacceptable and must not be tolerated or passed off as "banter", just having a laugh" or "part of growing up". It is recognised that it is more likely that girls will be victims and boys perpetrators which, in a single sex environment, makes this less of a challenge, but staff must not be complacent as not all abuse takes place within school and whilst it is more likely girls will be victims and not perpetrators, that does not mean it is always that way. Child-on-child abuse can take place outside or inside school, or online, but it is our duty to protect a child who has been harmed or is at risk of harm wherever that abuse may have taken place.

All child-on-child abuse is unacceptable and will be taken seriously. Appendices 6 and 7 outline the procedures the school follows when dealing with such issues.

The unacceptability of such behaviour will be covered in Life Skills (PSHE), assemblies and in tutor time.

The students also have access to confidential support in order to encourage them to share concerns. Students are made aware they can report such abuse to any trusted adult. Each child has key pastoral staff such as their form tutor and Head of Year as well as access to the School Counsellor and Well-being Manager. All students have a 1:1 with their tutor at least termly and staff are encouraged to monitor the students for signs of concern. Students are aware they can turn to any member of staff they feel comfortable talking to. Students are made aware by notices and also discussion of who to turn to and that their concerns will be taken seriously.

Staff are aware that if a child reports child-on-child abuse they must reassure them their concerns are being taken seriously and that they will be supported and kept safe.

Standard safeguarding procedures must be followed and concerns must be passed on to the DSL.

Staff are aware they must report any concerns about a child to the DSL or Deputies. If the child is at risk they should find the DSL or Deputies immediately or, if the risk is not immediate, they may use CPOMS to alert them to the issue, copying in the Head of Year and Form Tutor.

Students will have the procedures that would take place if they report child-on-child abuse covered in Life Skills lessons annually.

Allegations of child-on-child abuse will be recorded on CPOMS, investigated and dealt with; victims, perpetrators and any other children affected by child-on-child abuse will be supported by pastoral staff as befits the situation.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA

- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator.

In order to minimise the risk of child-on-child abuse taking place, school will:

- Deliver RE/RSE/Life Skills to include teaching students about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any student to be able to voice concerns
- Develop robust risk assessments, if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**.

Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

Child-on-child abuse can take many forms, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment. [Part five of KCSIE and “Sexual violence and sexual harassment between children in schools and colleges”](#) sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- 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;
- 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; or
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Staff are reminded of the particular dangers around online child-on-child abuse.

Sexual Violence & Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and orally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2023, all staff maintain an attitude of “**it could happen here**” and it is never acceptable.

All staff should be made aware that ‘upskirting’ is now a criminal offence.

Appendix 8 will be used to ensure consideration is given to key aspects in supporting a young person who reports sexual violence and sexual harassment.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) is a particular danger which is covered elsewhere in this Policy. Sexting is an unsafe practice and students will be educated on this via Life Skills (PSHEE). Any instances of students being involved in sexting will be dealt with by the DSL and external agencies will be involved as required. The Department of Education provides [Searching, Screening and Confiscation Advice](#) for schools and this must be adhered to.

Serious Violence

All staff should be aware of indicators which may signal that 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools is provided in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance. Further detail on Child Sexual Exploitation (CSE) and Child Criminal Exploitation is given in Keeping Children Safe in Education 2023.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online. More information on definitions and indicators is included in Annex B of KCSIE 2023.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer - children relationships. We recognise that students may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the student.

All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the student's welfare and safety at risk. Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare. In such cases, the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

Mental Health

Schools and colleges have an important role to play in supporting the mental health and well-being of their students. 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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Staff recognise that traumatic adverse childhood experiences can have a lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health, we will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

The Department of Education has published advice and guidance on Preventing and Tackling Bullying, Mental Health and Behaviour in Schools. The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional well-being, which is tailored to the needs of their students. The School's Mental Health Policy also has further guidance.

Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long-lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

We recognise that some groups of children are potentially at greater risk of harm.

Radicalisation

We recognise the role school plays in identifying vulnerability and preventing the political indoctrination of students, either by self-radicalisation or through exposure to extremist views.

We are aware of the legal obligations under the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified. Invariably, this will require us to work with partner agencies to support and protect the vulnerable student.

Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them to the Channel coordinator. Further details are outlined in the Prevent Action Plan. This includes the need for visiting speakers who come to school to deliver talks, workshops and other sessions to the students to be approved by the Deputy Head (Pastoral) after due consideration.

All school staff and governors have completed Prevent training.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/Prevent_duty_guidance_for_England_and_Wales.pdf)

Actions to be undertaken if there are concerns about a child

We recognise the young minds of our students can be vulnerable and may be exploited by others; therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism,

grooming or indoctrination and report concerns via our child protection procedures.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm; we therefore take our responsibilities seriously.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted. All staff are required to be prepared to “think the unthinkable”, raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and, for this reason, we link behaviour with safeguarding. “Listening to behaviours” acknowledges that not all children will be able to verbalise what may be troubling them.

We recognise some students because of their life experiences or additional needs, including SEND, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the well-being of this cohort of students.

Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.

Through training, staff are aware that children’s behaviours may pose a risk to their peers; behaviours may range from bullying to those which are sexually abusive.

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example, through observation of behaviour, injuries or disclosure. Any member of staff who has concern for a child, however insignificant this might appear, should discuss this with the DSL or DDSL as soon as possible, or a member of the Safeguarding Committee in their absence. If the student is in Early Years, that discussion should initially be with the EYFS safeguarding lead if possible. Staff may also approach the relevant authorities directly. Guidance of whom to contact in what circumstances is given in at the start of the policy.

It is important to remember that students fall into two categories: those who have suffered or are at risk of suffering serious harm and those in need of additional support.

More serious concerns where children are at risk must be reported immediately to the relevant authority to ensure any intervention necessary is accessed as early as possible. If a crime has been committed, the matter will be reported to the Police.

Concerns of a less serious nature must also be considered and, if a child is considered to be in need, they should be referred externally in order to ensure early intervention and support. If the situation does not improve, further action must be taken. It is important to recognise the value of early intervention and not to hesitate to make a referral and involve outside agencies if necessary. This may be done by any member of staff, but usually the DSL will be informed. If someone else makes the referral, they must inform the DSL as soon as possible. If early help is appropriate and undertaken, then the case should be kept under constant review and further help requested if the situation does not improve. Local inter agency procedures such as the Buckinghamshire Continuum of Needs matrix will be used.

In the event of a child disclosing abuse, staff will:

Refer to the following guidance:

“**What to do if You’re Worried a Child is Being Abused**”
[Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101441/what-to-do-if-youre-worried-a-child-is-being-abused.pdf)

- listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- remain calm, be reassuring and supportive but will endeavour to not respond emotionally.
- not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED: Tell, Explain, Describe.
- make an accurate record of what they have seen/heard using the school's record keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically.
- reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.
- explain to the child what will happen next and the need for the information to be shared with the DSL. If the student is in Early Years, that discussion should initially be with the EYFS safeguarding lead.

In the unlikely event of the DSL and deputy DSL or any member of the safeguarding committee not being available, staff are aware they must ring First Response for advice.

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Staff understand that, if there is an immediate risk of harm, then they call the Police or First Response directly and update the DSL at the earliest opportunity (see flow chart in Appendix 2).

If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

- Staff will ensure the child is in a safe place and in receipt of support, should this be needed.
- Staff will initially make an oral report to the DSL/EYFS lead if the student is in EYFS to alert them to the safeguarding/child protection concern arising.
- Staff will then follow this up, making a written report using the school record keeping process on CPOMS.
- All concerns will be recorded on CPOMS.
- Staff will ensure the **time and date** of the incident is recorded.
- A factual account of the incident must be recorded, including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event.

Following a report of concerns, the DSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the Police if it is appropriate. The rationale for this decision should be recorded by the DSL. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. [NSPCC - When to call the Police](#) will help designated safeguarding leads understand when they should consider calling the Police and what to expect when they do.
- If a disclosure is made, First Response must be called. If a concern does not involve a disclosure, then Early Help can advise.
- Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a Police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the Police whether the parents/carers should be told about the referral and, if so, when and by whom. This is

important in cases where the Police may need to conduct a criminal investigation. The child's views should also be taken into account.

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in the first instance and then complete the Multi Agency Referral Form (MARF), making a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family.
- If the child is in immediate danger and urgent protective action is required, the Police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- Any member of staff can make a referral.

If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire Safeguarding Children's Partnership, "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education" 2022 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2019.

Wider responsibilities and safeguarding measures

We will ensure:

- We have designated members of the Senior Leadership Team who have undertaken appropriate training for the role, as recommended by Buckinghamshire Safeguarding Children's Partnership. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the guidance given by Buckinghamshire Safeguarding Children's Partnership.
- We have members of staff (Deputy Safeguarding Leads) who will act in the DSL's absence, who have also received training for the role of DSL and who will have been briefed in the role. In the absence of these members of staff, a member of the Safeguarding Committee (all of whom have received Level 3 training) will assume this role.
- All adults (including supply teachers and volunteers) new to our school, are made aware of the school's policy and procedures for safeguarding, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2023 and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.

Visitors will be:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to students restricted to the purpose of their visit.
- Visiting Speakers and professionals are identity checked in addition to the above.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website. Hard copies are also available from the School Office. Further reference is made to this in our prospectus/brochure.
- All staff are aware that they may refer directly to external agencies if they prefer.
- Through our **Attendance** Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and students promptly to effect change and identify any safeguarding issues arising.
- All children attending our school are required to have a minimum of two identified emergency contacts; this is to support prompt communication in the event of a serious incident or a child missing from school.

- Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years is living with someone other than their parent, stepparent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a 'private fostering' arrangement.
- All staff, parents/carers and children are made aware (via this policy) of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge that an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need to know basis.
- Our **lettings** policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on the school site at any time. This includes the purpose of the letting when for religious or political reasons.
- Any student whose absence is causing concern, where it has not been possible to make contact with a parent/carer, will be reported as a **Child Missing in Education** using the CME Protocol.
- Any absence, without satisfactory explanation, of a student currently subject to a child protection plan, is immediately referred to their social worker.
- Where a parent/carer has expressed their intention to remove a child from school with a view to **educating at home**, the school and other key professionals will work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
- Community users organising activities for children are made aware of, and are required to demonstrate their understanding of, the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- The names of the DSL and Deputy DSLs are clearly displayed around the school in appropriate locations, including Reception and the staff room. The DSL will be available during school hours and term time to support safeguarding within our school.

Training

The DSL and DDSs will receive appropriate training carried out every two years in order to:

- understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.

The same is true of all members of the Safeguarding committee, including the EYFS lead.

The DSL undertakes training to increase understanding of the Prevent legislation and inter agency procedures in this area. They will also be expected to seek out regular updates from Buckinghamshire Safeguarding Children's Partnership, DfE, NSPCC and other reliable sources in order to keep up-to-date.

All staff, including voluntary, ancillary, part-time and temporary, receive induction training that includes safeguarding training and awareness of the Policy, consideration of the Staff Code of Conduct and in particular the Whistleblowing Policy, awareness of who the DSL and deputies are and their responsibilities and the need to read Part one of Keeping Children Safe in Education 2023, or Annex A if they do not work directly with children. The induction training also includes the Behaviour, Rewards and Sanctions Policy, Missing Child Policy, Low-Level Concerns Policy and the Acceptable Use of ICT Policy, in order to encourage consideration of online safety. They are also expected to undertake online safety training as part of their induction. Initially this may take the form of a briefing paper and video training whilst full induction training is organised. The briefing paper consists of the Safeguarding Policy, Code of Conduct for Staff, Whistleblowing Policy, Behaviour, Rewards and

Sanctions Policy, Missing Child Policy and the Acceptable Use of ICT Policy, Fire Safety Policy, Low-Level Concerns Policy and Use of Reasonable Force Policy (contained in the Employment Manual).

All staff, including voluntary, ancillary, part-time and temporary, receive general level inter-agency training at least every three years in accordance with Buckinghamshire Safeguarding Children's Partnership procedures. All staff will be required to undertake training to increase awareness of the dangers of radicalisation and how to identify students at risk. Regular updates (at least annually) will be given at staff meetings and via the Safeguarding section of Firefly. Training will focus on making sure staff understand KCSIE Part one and their obligations under it, as well as focussing on local authority procedures. Staff will be asked, annually, to read Part one of Keeping Children Safe in Education or Annex A if they do not work directly with children. Staff will be reminded of the need to instigate "early help" procedures. Training will be given on how to manage a report on child sexual violence and sexual harassment. All staff and students undertake training in online safety.

Senior students with positions of responsibility are made aware of the Safeguarding Policy and receive basic training on what they should do if they receive a disclosure, and on the main types of abuse and signs of abuse.

The DSL must ensure that they develop effective links with Buckinghamshire Safeguarding Children's Partnership to ensure that staff are aware of training opportunities and the latest local policies on safeguarding.

Prevention

We recognise school plays a significant part in the prevention of harm to our students by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help. This will include staying safe online.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headmistress or DSL will disclose personal information about a student to other members of staff on a need to know basis only. This will be governed by BSCP Information Sharing Protocols.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the student records.

We are mindful of the fact that the Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information to keep children safe.

The governors will ensure all relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners

to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- for schools, not providing students' personal data where the serious harms test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice.

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents/carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

Multi-agency working

Pipers Corner School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, we will co-operate alongside other agencies with the published arrangements.

We will contribute to inter-agency plans to offer children support or early help and those children will be supported through child protection plans.

We will allow access for, and work with, children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.

If following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

Children who need a social worker (Child Protection and Child In Need Plans)

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

The school will share information with a social worker for any child whom they are supporting, to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Rewards, Behaviour and Sanctions Policy. It complies with the Department for Education Guidance, "The Use of Reasonable Force, and Advice for Headteachers, Staff and Governing Bodies" July 2013. Use of Reasonable Force, 2013 - this policy states that staff may only use "reasonable force", meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint will be recorded on CPOMS and the parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and is often motivated by prejudice against certain groups, for example, on the grounds of race, religion, culture, sex, gender, sexuality, special educational needs and disability, or because a child is adopted or is a carer.

We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This policy is available to all staff, parents and carers and students. The policy is written in language that is accessible to students.

Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children, both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

Discriminatory Incidents

Our Equality, Diversity and Inclusion Policy references how prejudice related issues will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved, including those who may witness the incident. All incidents will be taken seriously

and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

Modern Slavery and the National referral Mechanism

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. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

Health and safety

We recognise the importance of safeguarding students throughout the school day. Our Health & Safety Manual reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.

Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below.

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

Drop off and collection of students

Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day. All parents are asked to deliver/collect their children as below. Parents are expected to inform us via email if there is to be a change in the arrangement of collection for their children.

Section of School	Drop off	Collect from
Pre-Prep	Students should be taken directly to the Pre-Prep Department.	Pre-Prep Department.
Prep	Prep students should be dropped off at the Prep Door. The door is supervised between 0815 and 0830 hours.	Prep students should be collected at the Prep Door. The door is supervised between 1550 and 1610 hours.
Senior School	Senior students should be dropped off in the zone opposite the swimming pool.	Orchard Avenue drop off/collection point – unless the person collecting has parked their car in the Chapel car park, they can wait for their child or walk to the area outside the Theatre.

Students who leave the site during the school day do so only with the written permission of a parent and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.

Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability, ensuring students feel safe.

In the event of a student going missing during the course of the school day, we will carry out immediate checks to ensure the student is not on-site. Staff will then make contact with the student's parents and inform the Police, following the Missing Child Policy.

After school, at 1600 hours, all students are expected to leave the school site. In Pre-Prep, the end of the school day is at 1530 hours and students will only be released into the care of parents or designated carers who have been previously notified to the school. There is more detailed guidance on Pre-Prep arrangements in the School's Supervision of Student's Policy.

Sixth Form students who have permission to have their car on-site may leave independently from 1600 hours.

Students may stay beyond 1600 hours for a supervised activity or late return from an educational trip or supervised After School Prep (ASP) which runs until 1800 hours. The school should be made aware of these on-going arrangements by parents.

A member of staff is available on reception until 1730 hours.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At Pipers Corner we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

Arrangements in place for the safe handover of students from provision (Breakfast clubs and After School clubs) at the start and end of the school day:

Breakfast Club

Pre-Prep (EYFS and Key Stage 1) Breakfast Club:

If a student is attending Breakfast Club in the Café, they may be dropped off at the entrance to the Arts Centre Cafe between 0730 and 0815 hours to join Breakfast club. On arrival, the member of staff designated to Pre-Prep (EYFS and Key Stage 1) students will record the student's name in the Breakfast Club mark book. At 0815 hours, the member of staff walks the students to the Pre-Prep Department. A standard charge of £3 per day is charged for this provision.

Prep and Senior School:

This free service is available for students to use on an occasional or regular basis. Students in Year 3 upwards may be dropped off at the entrance to the Arts Centre Cafe between 0730 and 0815 hours to join Breakfast club. Please note: For health and safety reasons, students are not allowed in any other areas of the school before 0815 hours. Breakfast items and hot drinks are available to purchase between 0730 and 0800 hours.

After School Prep (ASP)/Crèche**Pre-Prep (EYFS and Key Stage 1):**

A Crèche is available in the Pre-Prep Department for students staying after school, which runs until 1800 hours. When a student is collected from Crèche, the parent or designated carer is asked to sign and enter the time of collection next to their child's name. The Crèche registers are kept in the Crèche file. Any children remaining in Crèche after 1800 hours will be supervised by the Senior member of Staff on duty. There is more detailed guidance in the School's Pre-Prep - EYFS and Key Stage 1 Uncollected Child Policy.

Prep and Senior School:

As part of our post-school programme, After School Prep (ASP) for students in Year 3 and above operates from Monday to Friday each week from 1615-1800 hours. All students must be collected by 1800 hours, otherwise late collection charges will apply. Any children remaining in ASP after 1800 hours will be supervised by the Senior member of Staff on duty.

For students in Years 3 – 6, ASP is upstairs in the Founders corridor between 1600 and 1700 hours, and parents should collect their children at the fire escape next to the drop off point opposite the swimming pool. After 1700 hours, students are taken to the Library and parents arriving after that time should collect them from there. Any Prep students attending an after school club who are not collected by the parents when the club finishes are escorted to ASP by the Club Leader.

For students in Years 7 – 11, ASP is in the Library. Parents of students in Year 9 and under should collect their children via the door by DT and the stairs up to the Library.

Sixth Form students can choose to work in the Sixth Form Centre as long as the Head of Sixth Form is present in the Centre. If the Head of Sixth Form is not available, students must work in the Library. They can stay in School until 1800 hours.

Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection.

As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community. We promote awareness through training and access to resources.

Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

At our school we are aware of a range of practices and belief which can be classified as so-called honour-based violence. We include within this female genital mutilation (FGM), forced marriage and breast ironing. Whilst this may be a part of a long-held tradition within communities, we categorise this as child abuse and will act according to our child protection processes to safeguard the student concerned.

Teachers at our school understand there is a legal duty to report known cases of FGM to the Police and they will do this with the support of the DSL. Please see the following link for more information - <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

School are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes.

We recognise both those identifying as male and female students may be subject to honour-based abuse e.g. where young people's cultural backgrounds are at odds with their behaviours, such as homosexuality, under-age sex, relationships or lifestyle choices.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff; any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureau as well as First Response.

Staff understand that, whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL, who will liaise with First Response, the Police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the student.

Use of Photography

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are, however, mindful of the safety of our students.

Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (such as the acceptance of an award), in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

Full information about the School's use of images can be found in the Taking, Storing and Using Images of Students Policy.

Within Pre-Prep (EYFS and Key Stage 1), parents are not permitted to take photographs or video recordings of the students using their own devices. An exception to this rule is at the end of a special event, such as Sports Day, when a child's parent is allowed to take an individual photograph of their own child. This is supervised by staff. Within an EYFS setting there are particular concerns regarding the use of mobile phones and cameras. This is covered in the School's Taking, Storing and Using Images of Students Policy.

Members of staff are only permitted to take photographs and video recordings of students on School devices.

Personal devices owned by members of Pre-Prep staff are stored in the Pre-Prep office when staff are in contact with the students. Specialist members of staff do not have their personal devices with them when they are in contact with the students.

Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headmistress or another trusted colleague, Occupational Health and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a **Code of Conduct** for staff at our school. This forms part of staff induction and is in the Employment Manual. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school. We have a **Low-Level Concerns Policy** to support colleagues who have concerns which do not meet the threshold of an allegation.

We recognise that our DSL(s) should have access to support and appropriate workshops, courses or Forums as organised by the County Council.

Safer Recruitment

Pipers Corner follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(bucksafeguarding.org.uk\)](https://www.bucksafeguarding.org.uk)

Allegations against staff

- The school operates Safe Recruitment practices, including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- We apply the same level of scrutiny to staff employed via an agency, ensuring their identities, qualification and suitability to work safely with children.
- Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS), if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm a child) or if the person otherwise poses a risk of harm to the child. The school recognises that this is a legal duty, and a failure to refer when the criteria are met is a criminal offence.
- The guidance <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006> outlines the procedures that must be followed.
- We have a Low-Level Concerns Policy to encourage staff to raise concerns that do not meet the threshold for referral and this outlines the role of other agencies where relevant.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Staff should be aware of the school's Code of Conduct. This can be found in the Employment Manual.

The Governors will ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a

risk of harm to children. Concerns, including allegations that may meet the harms test, should be addressed as set out in Part four of KCSIE 2023.

Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations that may meet the harms threshold.
2. Allegations/concerns that do not meet the harms threshold – referred to for the purpose of this guidance as ‘low-level concerns’ and covered in the Low-Level Concerns Policy.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, contractors and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In the event of suspicion that a member of staff has been involved in the abuse of a student, this should be reported to the Headmistress. The Headmistress must be kept informed of any allegation against a staff member (current or past).
- In the case where the DSL or a member of the Governing Body is suspected, this should be reported to the Headmistress and the Chair of Governors. The Chair of Governors should be consulted immediately by the Headmistress. If the Chair of Governors is unavailable, or is the suspect, the Nominated Safeguarding Governor should be contacted.
- In the case where the Headmistress is suspected, this should be reported to the Chair of Governors, or Safeguarding Governor without informing the Headmistress. If the Chair of Governors is unavailable, the Nominated Safeguarding Governor should be contacted.
- If the concern involves a potential conflict of interest for the Headmistress (e.g. a relative), the concern should be reported to LADO without informing the Headmistress. The Chair of Governors should consult the DSL. If the Chair of Governors is unavailable, the Nominated Safeguarding Governor should be contacted.
- In the case of the Head/Chair of Governors being suspected, the Nominated Safeguarding Governor should be contacted.
- With regards to supply teachers, in some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as ‘the agency’). Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. The Headmistress will decide whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, Police and/or children’s social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. They should be advised to contact their trade union representative if they have one, or a colleague, for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up-to-date with information about its policies.

The Headmistress/Senior Teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) or the Governor receiving the

allegation. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

The Headmistress / Senior Teacher will:

- follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.
- ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision, as well as being guided by HR.

If a suspension is made, restrictions will apply to all staff regarding contact whilst suspended, including the use of social media such as Facebook and Twitter.

The school will act to minimise the stress to the employee inherent in the allegations process and they will be given access to external support from the school counsellor, if required. There are legal restrictions on reporting and publishing of allegations against a teacher and every effort will be made to maintain confidentiality and guard against unwanted publicity.

Parents and carers will also be kept informed from the earliest opportunity. They will be reminded about the need to maintain confidentiality about any allegations whilst investigations are ongoing. They will also, if relevant, be informed in confidence of the outcomes of any disciplinary hearing. Students will also be offered support.

The Headmistress will keep the Chair of Governors informed of any suspensions. The details will be kept to a minimum so as not to jeopardise the impartiality of any hearing. All efforts will be made to maintain confidentiality while an allegation is being considered.

Details of any allegations will be recorded unless they are found to be malicious, in which case all records will be removed. All non-malicious allegations will be retained on the confidential staff file until retirement age or for ten years, if that is longer. A copy of the record will be given to the member of staff against whom the allegation is made. Allegations which are false, unsubstantiated or malicious will not be referred to in any reference. If the allegation is substantiated, a review of procedures and practice will be undertaken. Any member of the community who makes an allegation in good faith will be protected. If the allegation is malicious, the Headmistress will consider whether disciplinary action is required or whether to refer the matter to the Police. Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for ten years from the date of the allegation if it is longer.

Any member of staff whose employment is terminated (or would have been had they not left earlier) as they are considered unsuitable to work with children will be reported to the DBS within one month. There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm a child) or if the person otherwise poses a risk of harm to the child. If a teacher has been dismissed for misconduct, consideration will also be given as to whether referral should be made to the Teacher Regulation Agency (TRA). The school is mindful of its obligations under the Disqualification under the Childcare Act 2006 and Childcare (Disqualification) and Child Care (Early Years Provision) (Extended Entitlement) (Amendment) Regulations 2018. The HR manager is responsible for gathering the relevant information.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

Transfer of risk

Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Headmistress. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a separate Whistleblowing Policy which can be found in the Employment Manual. We also have a Low-Level Concerns Policy. Staff are required to familiarise themselves with these documents during their induction period. Attention is drawn to the NSPCC whistleblowing helpline which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285; the line is available from 0800 to 2000 hours, Monday to Friday, or email help@nspcc.org.uk.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headmistress or Chair of Governors.

Low Level Concerns

At Pipers Corner, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to the Headmistress. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

Retention of records

When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Information and Records Retention Policy and Data Protection Legislation.

We are mindful of the fact that the Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information to keep children safe.

There is a statutory requirement for our school to pass any child protection records to the student's next school. This must take place within 5 days of the first day of term, or within 5 days of an in-year transfer. We are required to have an auditable system in place to evidence we have done so. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 years. These records will be stored securely. We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

IICSA concluded in October 2022. The IICSA report recommends that Schools should retain information which relates to allegations of child sexual abuse. We are following this recommendation and this is captured in our revised (but as yet not published) Information and Records Retention Policy.

If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will

include a clear outcome, including when cases have been investigated and found to be without substance. Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

In the instance of repeated allegations however, our school retains the right in the interest of safeguarding students to retain a record of concern.

We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management.

Alternative Provision

When a child is accessing an alternative provision, the school will ensure that the provision has secure and robust safeguarding arrangements in place. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice.

Policy review

The DSL conducts an annual review of the safeguarding provision within the school and also reviews the policy, making any revisions as necessary, liaising with Governors as necessary and ensuring it is in accordance with locally agreed interagency procedure. If the situation demands it, a more regular review will be undertaken.

In conjunction with this and the termly reports from the nominated Safeguarding Governor and the annual review of Safeguarding processes and procedures, the full Governing body will consider any amendments and authorise the revised policy.

The DSL also provides an update of Safeguarding activity to Governors each term via the Head's report. The Governors will review all safeguarding policies and procedures annually.

Appendix 1 – safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will endeavour to obtain references before interview, wherever possible. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees

- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

For all staff, including teaching positions: [criminal records checks for overseas applicants](#)

For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked:

- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state
- * Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors and members

All **Governors** and members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state. All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
 - Identity
 - Right to work in the UK
 - Other checks deemed necessary if they have lived or worked outside the UK
- All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

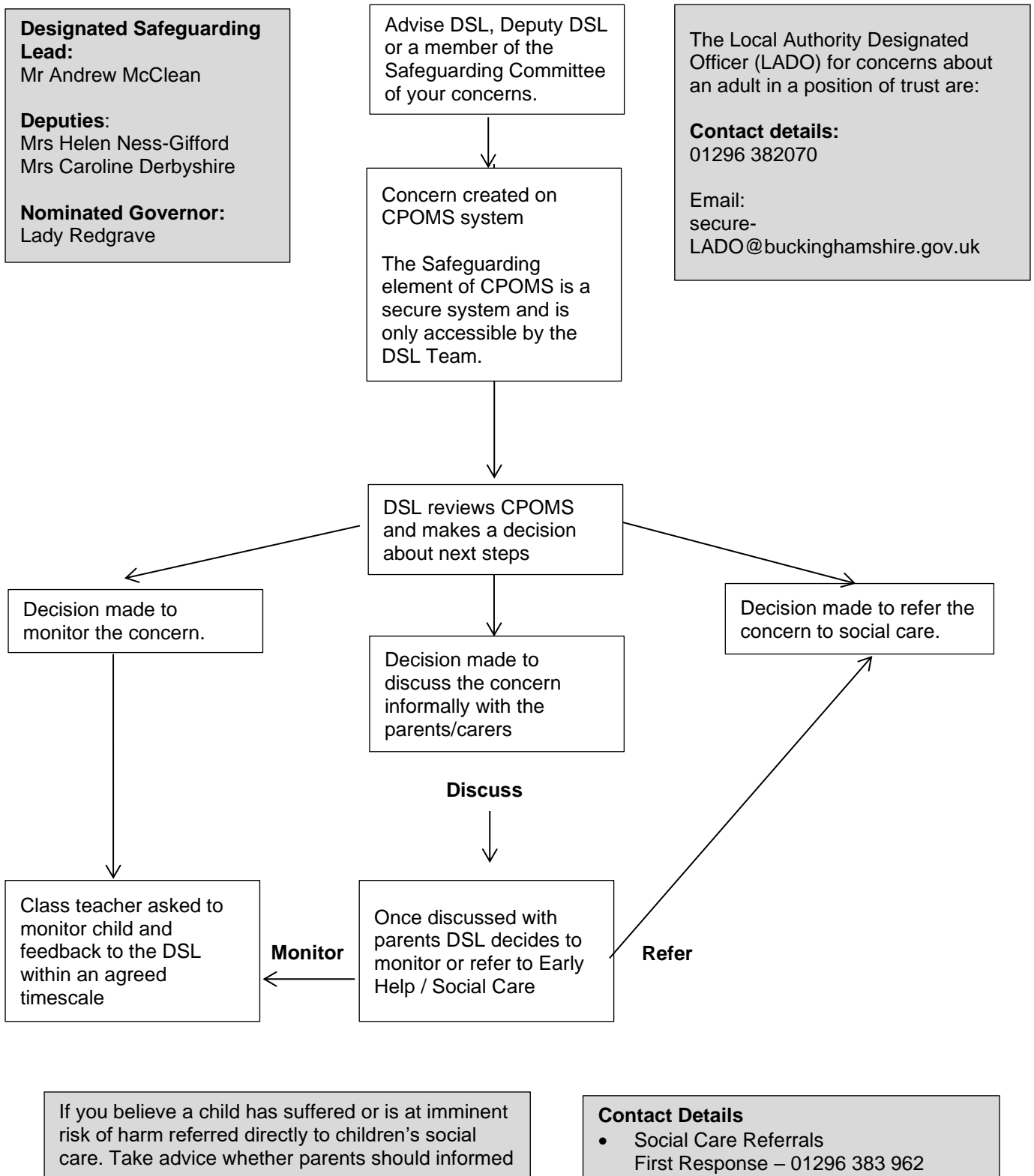
We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the School makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the School is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 2: Flow chart for raising Safeguarding concerns about a child. If the student is in Early Years that discussion should initially be with the EYFS safeguarding lead



Appendix 3: Safeguarding Committee Training Log

Position	Name	Training	Date
Headmistress (Deputy Safeguarding Lead)	Helen Ness-Gifford	Designated Safeguarding Lead Level 3 (High Speed Training CPD certified)	September 2022
Designated Safeguarding Lead (DSL)	Andrew McClean	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Deputy Safeguarding Lead and Deputy Head Academic	Caroline Derbyshire	Safeguarding Children Level 3 – Designated Officer (CPD Online College)	October 2022
Assistant Head	Emma Cresswell	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Assistant Head Academic	Andy Codling	Advanced Safeguarding DSL Training (Barabarani)	
Bursar	Jason Clarke	Safeguarding Children Level 3 – Designated Officer CPD Online College)	June 2022
Director of Digital Strategy	Alex Rees	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Head of Prep and Pre-Prep	Ross Urquhart	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Head Of Year 7 & 8	Scott Cohen	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Head of Year 10	Jen Daniel	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Head of Year 11	Rachael Coe	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Head of Sixth Form	Kelly Harrison	Advance Safeguarding DSL Training (Barabarani)	September 2022
Head of Wellbeing	Rebecca Wilde	Advanced Safeguarding DSL Training (Barabarani)	September 2022
Safeguarding & Pastoral Admin Manager	Angela Knowlton	Advanced Safeguarding DSL Training (Barabarani)	September 2022

Appendix 4: Briefing points Child-on-Child Abuse for Staff

Sources of information are VVW managing allegations webinar and Farrah Child-on-child abuse toolkit.

What is child-on-child abuse?

For these purposes, child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to):

- serious bullying (including cyberbullying),
- relationship abuse,
- domestic violence and abuse
- child sexual exploitation,
- youth and serious youth violence
- harmful sexual behaviour,⁴² and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

How can a child who is being abused by their peers be identified?

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected,
- physical injuries,
- experiencing difficulties with mental health and/or emotional well-being,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age, and
- abusive behaviour towards others.⁸⁶ Abuse affects children very differently.

The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff should be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of child-on-child abuse a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse others may have power over those who they are abusing, they may be simultaneously powerless to others.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image

of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers. Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different.

Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include: – assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration, – the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, – communication barriers and difficulties, and – overcoming these barriers.

Some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

What to do if someone discloses child-on-child abuse to you?

Listening effectively

Do not:

- Be judgmental
- Launch into an investigation or promise that the school will investigate
- Promise confidentiality.

Do:

- Take it seriously
- Listen carefully
- Ask open questions
- Offer support to all those involved
- Explain what action you will and will not take
- Record it carefully on CPOMS and mark it child-on-child abuse
- Report it to the DSL copying in the Head of Year

The DSL and Head of Year will then triage the situation considering:

- Nature of allegation?
- Criminal offence?
- Sexual violence/harassment?
- One off or pattern?
- Violence/coercion?
- Impact on victim/their wishes?
- Past or present student(s)?
- Risk to others?
- School policies engaged?

The DSL will consider if external agencies should be involved and take the relevant action.

If the issue involves sexual harassment or abuse they will follow advice in DfE guidance on sexual harassment and sexual violence in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

If the issue involves sharing nudes and semi-nude images will follow advice in DfE guidance on this: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

They will usually inform parents at this stage of the child who has raised the concern and usually the child who has caused the concern.

We will take a safeguarding approach to all children in our care who are involved in concerns about, and/or allegations of, child-on-child abuse, including those who have allegedly experienced such abuse, and those who have allegedly been responsible for it, in addition to any sanctioning work that may also be required for the latter. Therefore, it may be helpful to see individuals involved as children first – who may have been victimised and/or displayed harmful behaviours, rather than using the term ‘victim’ and/or ‘perpetrator’.

The DSL/Head of Year will undertake a risk assessment using the risk assessment for student welfare policy and draw up a safety plan.

The risk assessment should consider:

- the nature and level of risk of the different variants of child-on-child abuse within the school;
- any specific characteristics that might affect their vulnerability to child-on-child abuse greater such as, for example, gender, age, learning difficulties, special educational needs and/or disabilities, sexual orientation and/or religious belief; and
- the various sociocultural contexts to which those students are associated including, for example, their peer group (both within and outside the school), family, the school environment, their experience(s) of crime and/or victimisation in the local community, and their online identities - which may impact on their behaviour and engagement in school.

Safety plans

The School will always carry out a safety plan in respect of:

- any child who is alleged to have behaved in a way that is considered to be abusive or violent;
- any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child; or
- any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual child/children in question – to determine whether (as explained above) it would be appropriate to contact children’s social care, and to carry out a safety plan.

Careful judgment and consideration are required as to whether alleged behaviour which might be judged to be inappropriate by an adult might actually be harmful to another child. Consultation is recommended with children’s social care if there is any doubt about this. Careful consideration should also be given to a range of factors, including the context, severity of the alleged behaviour, impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring.

Where other children have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

Any such plan that is put in place should be as clear and user friendly as possible. It will be shared with the student it is for and usually their parents.

It will consider the following factors

- Ongoing dialogue
- Trusted adult(s)
- Safe place
- Counselling
- Adjustments to 'normal' arrangements
- Support with communications/deleting content
- Signposting student/parents to external services
- Sanctions

The DSL/Head of Year will usually investigate the situation if no other agencies are involved. This would involve speaking to staff and students who were witnesses to the incident. Possibly viewing evidence e.g. from social media site or CCTV. The student would be consulted about what they think would be a desirable outcome. They would then work out how to best move the situation forward positively. This could be a restorative meeting or changes to the safety plan or disciplinary action. This would be communicated to the students concerned and their parents.

Disciplinary action

The School may wish to consider whether disciplinary action may be appropriate for any child/children involved. However, if there are Police proceedings underway, or there could be, it is critical that the School works in partnership with the Police and/or children's social care. Where a matter is not of interest to the Police and/ or children's social care, the School may still need to consider what is the most appropriate action to take to ensure positive behaviour management. Disciplinary action may sometimes be appropriate, including to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- demonstrate to the child/children and others that child-on-child abuse can never be tolerated; and
- ensure the safety and well-being of other children.

However, these considerations must be balanced against any Police investigations, the child's/children's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns. Before deciding on appropriate action, the School will always consider its duty to safeguard all children in its care from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it. The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognizing that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. For example, action may still need to be taken by the School in relation to other students who have been involved with and/or affected by child-on-child abuse. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and well-being of the other children in the School. In the event of any managed move, consideration must be given to sharing information with the receiving school regarding the child-on-child abuse in order to allow best protection of children in the new school. Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

Communication and information sharing

When responding to a concern or allegation of child-on-child abuse, schools should consider carefully, in consultation with children's social care, the Police and other relevant agencies (where they are involved), how to share information about the concern or allegation with the student(s) affected, their parents, staff, and other students and individuals.

When considering whether and how to share information, schools should consider a number of factors, in consultation with the above (as relevant), and in accordance with the HM Government advice on Information Sharing (updated in July 2018).

These factors include (but are not limited to ensuring as far as possible that the information sharing (a) does not prejudice any investigation(s);

- (b) keeps individuals' personal sensitive data confidential unless it is not appropriate to do so (for example, where a school needs to share information in order to enable individuals to safeguard and support a child);
- (c) shares information about a child with that child's parents unless there are legitimate reasons not to do so; and
- (d) keeps individuals updated on developments where possible and appropriate.

Data protection and record keeping

Data protection practices relating to child-on-child abuse should be in line with the school's data protection policies and notices. By the same token, the school's policies and notices need to reflect and allow sufficiently for safeguarding practices. This includes setting out clearly to parents and students what these practices are, and why they are needed, in a privacy notice. Working Together to Safeguard Children (July 2018) sets out to correct common myths about the laws of privacy, data protection and confidentiality; fears that can hamper effective keeping and sharing of records. The bottom line is that, if there are legitimate safeguarding concerns about a child, then data protection law will allow schools and professionals to record, share and retain even the most sensitive personal data as necessary to support their policies (even when it is not feasible to obtain consent). What is important is that the records that schools do keep relating to concerns or allegations of child-on-child abuse are accurate, clearly describe the nature of the alleged behaviour without using euphemisms and contain adequate information for the purpose.

These records – including in behaviour incident logs, individual safety plans, and records of any conversations with children, their parents, staff, and external agencies – are likely to contain highly impactful, sensitive personal data about children. Schools should take care when creating them and ensure that they are accessed on a need-to-know basis only by trained and appropriate staff. Those with the responsibility for doing so must bear in mind that any records may need to be provided to the children involved and/or their parents in the future.

All notes and related communications should always be concise, factual and objective, and focused on what is necessary for the safeguarding purpose. The language used should always be appropriate and professional.

Appendix 5: Key points on child-on-child abuse to share with students

What is child-on-child abuse?

Child-on-child abuse can take, many forms such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone 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
- 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
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where does it take place?

Child-on-child abuse can take place outside or inside School but we have duty to protect a child who has been harmed or is at risk of harm wherever that abuse may have taken place. It can also take place online

Commitment from the school

All child-on-child abuse is unacceptable and will be taken seriously.

Reporting a concern

Students can report such abuse to any trusted adult. Tutors, Head of Year, School Counsellors, the Well-being Manager, subject teachers, Senior Leadership Team are all people who can help as can parents. Each child has key pastoral staff such as their form tutor and Head of Year as well as access to the school Counsellor.

External help

Notices are in classrooms but there is a DfE helpline and Childline numbers in all classrooms
A new helpline number: 0800 136 663, run by the NSPCC, to supports potential victims of sexual harassment and abuse in education settings

If you want to report a concern anonymously you can do so by putting a note in one of the suggestion boxes, located in the Lady Bucks Foyer and in the Library, which are opened by the Deputy Head Pastoral.

What will happen if you report child-on-child abuse?

You will be listened to and given the opportunity to review any notes that are taken.

Who will be told?

The teacher you report to will let the DSL know of the issue
Your Tutor and Head of year will be made aware so they can support you
We will normally let your parents/carers know that you have raised a concern

The DSL/Head of Year will undertake a risk assessment to put measures in place to try to reduce the risks to your welfare and assess whether this is a safeguarding concern that has to be reported to social care or if a crime is committed the Police. You would know if this was going to happen. If you

did not want this reported, we may still have to report it, but we would make sure your views were expressed.

The school will take your concern seriously and investigate them if no other agencies are involved and this is the correct thing to do. They would avoid saying you had shared your concern but would need to talk to other staff/students, but you would be kept informed of this. After they had conducted an investigation, they would talk to you about the outcome. This may involve sanctions for those involved or a meeting to try to move things forward if everyone concerned thought this might be helpful.

Appendix 6: Checklist - for use when DSL is considering whether or not an allegation of child-on-child abuse should be reported to the Police against a victim's wishes

The guidance¹ provides that:

- Where a report of rape, assault by penetration or sexual assault² is made, this should be referred to the Police; and
- Schools should consider the wishes of the victim in terms of how they want to proceed and victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and about support that they will be offered.

Schools are required to balance the victim's wishes against their duty to protect the victim and other children. Decisions should be made on a case by case basis with the DSL taking a leading role.

This checklist is designed to assist that process for completion after discussion with students and not as a list of questions to be asked of them. As is usual with safeguarding matters, staff should, as far as possible, adhere to the following basic principles:

- Listen to the victim
- Reassure them that they are being taken seriously, will be supported and will be kept safe
- Do not promise confidentiality
- Do not stop them if they are freely recalling significant events
- Where necessary to ask questions, they should be open-ended and limited to those needed to take immediate action
- Make a comprehensive note of the discussion afterwards, recording the timing, setting, people present and demeanour, as well as factually recording what was said.

	Factual detail	Comments
The offence		
Nature and circumstances of the offence & who was involved?		
Is the alleged perpetrator a		

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

² Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Student at the school? In the same year group/class?		
Does the allegation involve one of rape, assault by penetration or sexual assault? Is it serious? e.g. was physical violence used? Degree?		
Is there any evidence which needs to be preserved?		
Is it a one-off allegation [if so, when?] or a series? [if so, when and is it ongoing?]		
Where did the incident take place? [& was the school responsible for the student at the relevant time?]		
Were alcohol or drugs involved?		
Was the incident or its aftermath witnessed by anyone?		
Is there an online element? e.g. have images been taken? shared?		
The victim		
Age of victim [now and at the time of the incident or start of the abuse]?		
Do they have any protected characteristics? And what are their health, capacity, confidence & SEN/language skills to make an informed decision on these issues?		
Parental reaction [if parents have been informed]?		

<p>Their home residence, social, racial, cultural & religious background?</p>		
<p>Any suggestion of intimidation of the victim or witnesses?</p>		
<p>Do you consider the victim or alleged perpetrator (a) to be at immediate risk of danger or are likely to suffer harm or (b) have suffered harm? [if so, a referral should be made to CSC]</p>		
<p>What does the victim want? If they do not want it referred to the Police, what reasons have they given for that? Have the implications of this been explained?</p>		
<p>What was their demeanour? And your assessment of the likely impact of this being progressed against their wishes?</p>		
<p>The report</p>		
<p>When was it first reported, by who and to whom?</p>		
<p>Who else knows? [e.g. is it widely discussed among the student's cohort/on social media? is the member of staff who has been told, the only person supporting the student at this stage?]</p>		
<p>Consultation/advice</p>		
<p>Has this matter been discussed with the student's parent(s) or guardian/educational guardian?</p>		
<p>Have you taken advice from external agencies such as the Police, CSC, safeguarding advisor, NSPCC?</p>		

<p>Have you discussed this with other key stakeholders within the student's pastoral network e.g. Head/Head of House/tutor?</p>		
<p>Have you referred the victim to other avenues of support which may be available about their decision e.g. NSPCC helpline for professionals 0808 800 5000 or help@nspcc.org.uk? Made arrangements to support all those involved?</p>		

Annex B: Further information

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

As per Part One of KCSIE 2023, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

Children in the court system

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

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

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

Children missing from education

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

Children with family members in prison

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see heading County Lines for further information (page 50), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (with the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violent (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, further and higher educational institutions, student referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as "plugging", where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) 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.

Further information on the signs of a child's involvement in county lines is available in published guidance published by the [Home Office](#).

Domestic abuse

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

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

- Psychological
- Physical

- Sexual
- Financial and
- Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these students.

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the Inclusion Lead.

Children who need a social worker

Staff recognise that children may have a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health. We will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and academies to safeguard and promote the welfare of children

Looked after and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Andrew McClean, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL team to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Mental Health

At Pipers Corner School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

The school will access a range of advice to help identify children in need of extra mental health support, including working with external agencies. It participated in the national rollout of the Link Programme and ensured the appointment of a Designated Lead for Mental Health (as of September 2022, this is Andrew McClean). More information can be found in the government's mental health and behaviour guidance at the end of this section.

Where there are concerns for a child's mental health, Pipers Corner School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Operation Encompass

[Operation Encompass](#) operates in the majority of Police forces across England. It helps Police and schools work together to provide emotional and practical help to children. The system ensures that when Police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential

victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC - UK domestic abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse](#)

Homelessness

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

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

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

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

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

Actions

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

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

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

Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact 0207008 0151 or email fm@fcp.gov.uk

Modern Slavery and the National referral Mechanism

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. If schools are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

Preventing radicalisation

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

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

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

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

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

Channel

Channel is 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. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

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

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Child-on-child abuse

Pipers Corner School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our School's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as ‘banter’ or ‘just growing up’.

All staff recognise that child-on-child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- 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
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

In order to minimise the risk of child-on-child abuse taking place, school must:

- Deliver RE/RSE/PSHCE (Life Skills) to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in this policy)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child 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
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our School from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and the **Anti-Bullying Policy**

Sharing of nudes and semi nudes (sexting)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student 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 student(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 student(s) it involves or their, or other, family 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 student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate School staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(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 pupil 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 student 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 student 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 headteacher 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 this policy.

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

They will hold interviews with the pupil involved (if appropriate).

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

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 student 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 Safer Schools Officer/101/999

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE/PSHE curriculum 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.

Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#) produced by the UK Council for Internet Safety.

If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools' officer, a PCSO (Police Community Support Officer), local neighbourhood police or by dialling 101. We will always endeavour to speak to the families of the students involved prior to any report being made to the police.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

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

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats and
 - Upskirting

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 35 in Part one of KCSIE September 2019. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing and Tackling Bullying	DfE advice
	Cyber bullying: advice for headteachers and school staff	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH and HO statutory guidance
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, well-being and resilience	Public Health England resources

	Medical conditions: supporting students at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Prevent for FE and Training	Education and Training Foundation (ETF)
Upskirting	Upskirting know your rights	UK Government
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls; national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy