



**HORRIS HILL  
SCHOOL**

# **Safeguarding & Child Protection Policy & Procedures**

**Policy reviewed:**

**Reviewed by FJBG & SJB  
September 2021**

**Policy approval:**

**Approved by Forfar Education  
September 2021**

**Date of next review:**

**September 2022**

## **Key Contact list for Safeguarding in Horris Hill School**

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**Prevent/Extremism Contact Details**

**Police:** non-emergency 101 999 emergency

**Prevent/Extremism Helpline  
for staff and governors**

020 7340 7264

E-mail : counter.extremism@education.gsi.gov.uk

**Hampshire Safeguarding Children Partnership (HSCP)**

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for concerns or referrals use the [Interagency Referral Form](#)

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Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages: [www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance](http://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance)

Links to online specific advice and guidance can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafety>

Links to other pages from the local authority on safeguarding can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

NSPCC National Society for the Prevention of Cruelty to Children advice and contact details <https://www.nspcc.org.uk/>

This policy should be read in conjunction with the school's Child Protection Policy, Peer on Peer Abuse Policy, Staff Code of Conduct, Whistleblowing Policy, Prevent Policy, IT Acceptable Use Policies, Social Media Policy, Safer Recruitment Policy, Missing Child Policy and Procedures, Online Safety Policy, Use of Force or Physical Restraint Policy, Good Behaviour and Sanctions Policy, Bullying Policy: Preventing and Tackling.

### **Policy Statement**

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.  
All staff should be able to respond appropriately to:
  - Significant changes in children's behaviour
  - Deterioration in children's general well-being
  - Unexplained bruising, marks or signs of possible abuse or neglect
  - Comments children make which give cause for concern
  - Suspicions of neglect outside the setting, for example in the child's home
  - Inappropriate behaviour displayed by other members of staff, or any other person working with the children eg inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

This policy has regard to the following guidance and advice:

- Section 175 (maintained schools) or section 157 (independent schools and academies) of the Education act 2002.
- Education (Independent School Standards) Regulations 2014
- Children Act 2004 & 1989
- Keeping Children Safe In Education (September 2021) ('KCSIE')
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)
- Disqualification under the Childcare Act 2006 (July 2018)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018 & updated Dec 2020)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

- Hampshire Safeguarding Children Partnership protocols and guidance and their procedures
- FGM Act 2003 mandatory reporting guidance (2016)
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2021

This policy takes into account the procedures and practice of Hampshire County Council as part of the inter-agency safeguarding procedures set up by Hampshire Safeguarding Children Partnership.

## **Principles and Values**

Safeguarding and promoting the welfare of children is everyone's responsibility. There are key people within the school and the Local Authority who have specific responsibilities – the names of those carrying out these responsibilities for the current year are listed on page 2 of this document. However it does not rest with the Designated Safeguarding Lead (DSL) and the deputies to take a lead responsibility in all of the areas covered within this policy. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area (the Bursar) is in place in the school. The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. If the DSL or the deputy DSLs are not available this should not delay appropriate action being taken and staff should consider speaking to a member of the senior management team and/or take advice from local children's social care. In either case, any action taken should be shared with the DSL as soon as possible.

All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead. In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help.

Staff should reassure victims of abuse that they are being taken seriously and that they will be supported. Victims of abuse should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Concerns about a child's welfare should be referred to local authority children's social care.

Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

We recognise that there are great benefits from involving staff in shaping and reviewing safeguarding arrangements and the child protection policy.

As a school, we review this policy at least annually in line with DfE, Hampshire Safeguarding Children's Partnership (HSCP), Hampshire County Council (HCC) and any other relevant guidance. This policy is available on the school website.

## Areas of Safeguarding

### Definitions

Within this document:

**'Safeguarding'** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health, both mental and physical, and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

It is important to take a contextual approach to safeguarding as children may be vulnerable to abuse or exploitation from outside their family and assessments should consider whether wider environmental factors may be present in a child's life which are a threat to their safety and/or welfare.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid, supply or voluntary capacity. This also includes parent volunteers and Governors.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

### Key personnel

The designated safeguarding lead (DSL) for the school is: **Felix Beardmore-Gray**

The deputy designated safeguarding leads are: **Steve Bailey: Headmaster, Sam Moss : Deputy Head Pastoral, Harriet Uwalaka : Head of Lower School**

## Part 1 – High risk and emerging safeguarding issues

### Extra-familial harms

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 beyond their families.

*It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Extra-familial harms within safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts."*

For us as a school, we will consider the various factors or extra-familial harms that have an interplay with the life of any pupil about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

### Preventing Radicalisation and Extremism

The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

**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 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 serious damage to property or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.



Staff have undertaken e-learning and/or received awareness training in order that they can identify the signs of children being radicalised.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police Prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

Please also refer to the school's Prevent Policy.

## **Serious violence**

In line with KCSIE 2021, all staff should be aware of the 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 that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Hampshire Safeguarding Children Partnership safeguarding policy states :

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons. Further risk factors may include: being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment, having been involved in offending such as theft or robbery.

As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form. <https://www.safe4me.co.uk/portfolio/sharing-information/>

## **Gender based violence / Violence against women and girls**

The government has a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed that the member of teaching staff has called the police to report suspicion that FGM has happened. Reporting to the police is a specific legal duty for staff.

**At no time will staff examine pupils to confirm this.**

All staff should raise any FGM related concerns with the DSL. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

## **Forced Marriage**

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*

In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

### ***Characteristics that may indicate forced marriage***

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **Honour Based Abuse**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- want to get out of FGM
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

### **Teenage Relationship Abuse**

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

In response to these research findings the school will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

## Sexual Violence and Sexual Harassment Between Children

Refer to the Peer on Peer Abuse Policy

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.

Within our school all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

As a school we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, is not an inevitable part of growing up and can lead to a culture of unacceptable behaviour and an unsafe environment for children and young people within a culture that normalises abuse. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'. Even if there are no reports of peer on peer abuse it does not mean it is not happening.

We will also take seriously any sharing of nude or semi-nude images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

Within the school's Peer on Peer Abuse Policy there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place.

As a school we will follow the "*Sexual violence and sexual harassment between children in schools and colleges September 2021*" advice provided by the DfE.

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms or genitals or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable.

Useful advice on handling allegations of sexual harassment can be found in Part 5 of KCSIE 2021.

## The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

The above are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present. These factors will have a contextual impact on the safeguarding of children and young people.

## Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual

- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what constitutes a normal relationship.

Children witnessing domestic abuse is recognised as ‘significant harm’ in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- Being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.

### **Operation Encompass**

The coronavirus outbreak has seen an increase in the numbers of children experiencing domestic abuse. The scheme ‘Operation Encompass’ is used by police forces across England and is supported by the DfE. The aim of the scheme is to ensure that when police are called to an incident of domestic abuse, where there is a child in the household who has experienced the incident, the police will inform a key adult (usually the school’s designated safeguarding lead) before the child arrives at school the following day. The scheme provides guidance and support and is available for all staff in educational settings.

The helpline also allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse.

## **Parental mental health**

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, including any concerns resulting from lockdown restrictions under Covid-19, the information will be shared with the DSL to consider a referral to children's social care.

## **Parental Substance misuse**

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them. Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision )
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

## **Missing, Exploited and Trafficked Children (MET)**

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues so that cross over of risk is not missed. Detailed information is provided by 4LSCB Missing, Exploited and Trafficked Information Guide 2018-2020 which can be found on the HSCP website.

### **Children Missing from Education**

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Can the parent be contacted and made aware?

Continuous missing days: Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Please refer to the school's Missing Child Policy and Procedures.

### **Children Missing from Home or Care**

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place of residence.

Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The Association of Chief Police Officers has provided the following definitions and guidance.

*“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*

*An absent person is: ‘A person not at a place where they are expected or required to be.’*

*All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.*

*The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them or do so ourselves.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It can be a one-off occurrence or might happen over time. CSE can affect any child who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited eg they might believe they are in a genuine romantic relationship. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation can affect any child or young person male or female under the age of 18, including 16 and 17 year olds who can legally consent to have sex. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology eg through others copying videos or images they have created and posting them on social media and may occur without the child or young person’s immediate knowledge.

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be peer-on-peer
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol,



children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections; becoming pregnant
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>

### Child Criminal Exploitation (including county lines)

Child Criminal Exploitation is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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 threat of violence. The abuse can be perpetrated by individuals or groups, males or females and children or adults. It can be a one-off occurrence or a series of incidents over time. It can involve force and/or enticement-based methods of compliance. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

Children under the age of criminal responsibility, or young people who have increased vulnerability due to push:pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime. The vulnerability of children involved in criminal exploitation is not always recognised by adults.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Children and vulnerable adults can easily become trapped by this form of exploitation.

Indicators that a child may be criminally exploited include:

- Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, **new high cost items** and multiple mobile phones

- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in **aggression, violence and fighting**
- Carrying **weapons** – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive peer groups
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form. <https://www.safe4me.co.uk/portfolio/sharing-information/>

### **International Pupils**

The school holds a Child Student sponsor licence for immigration purposes and a proportion of our pupils are from other countries around the world. The sponsor licence carries specific duties in respect of sponsored pupils and the school is required to have appropriate policies and procedures in place to ensure the safety, wellbeing and protection from exploitation of the children which it sponsors. It should be recognised that the circumstances of these pupils may give rise to additional safeguarding considerations, for instance the fact that many of them will be in the country without their parents and away from their normal support networks of family and friends.

Holding a Child Student sponsor licence could make the School a target for child traffickers and all staff involved in the admissions process should be alive to this potential risk.

### **Trafficked Children and modern slavery**

Human trafficking is defined by the United Nations Refugee Agency (UNHCR) in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm/threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

## **Technologies**

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Mobile phones and/or any personal devices that can access the internet, are banned for pupils at Horris Hill unless specifically allowed for specific occasions.

## **Online Safety and Social Media**

The DSL takes the lead responsibility for online safety.

The issues within online safety are categorised into four areas of risk:

**Content, Contact, Conduct, Commerce** (risks such as gambling, inappropriate advertising, phishing and/or financial scams. Considering the four Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact that many children and young people have unlimited and unrestricted access to the internet.

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- radicalisation
- online bullying including sharing of nude and or semi-nude images
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Curriculum activities and PSHE, including RSHE, to help children to reduce risks, build resilience and raise awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Please refer to the school's Online Safety Policy and Social Media Policy.

### **Cyberbullying**

Central to the School's Bullying: Preventing and Tackling Policy is the principle that bullying is always unacceptable and that all pupils have a right not to be bullied.

The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

### **Sharing of nude or semi-nude pictures or video 'Sexting'**

'Sexting' often refers to the sharing of nude or semi-nude pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sharing of nude or semi-nude images often takes place in a consensual relationship between two young people, the use of these images in revenge following a relationship breakdown is becoming more commonplace. The sharing of such images can also be used as a form of sexual exploitation and take place between strangers.

As children as young as 6 years often have access to their own smartphone or tablet, the sharing of nude or semi-nude images is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

## **Upskirting**

In accordance with KCSIE 2021, upskirting is now treated as a criminal offence. Upskirting typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification or cause them humiliation, distress or alarm. Hampshire Safeguarding Children Partnership safeguarding policy states :

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the peer on peer abuse procedure.

If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

There are behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the head teacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation.

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

## **Gaming**

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

## **Online reputation**

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

## **Grooming**

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That the school will support parents to:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming

## **Part 2 – Safeguarding issues relating to individual pupil needs**

### **Homelessness**

As a school we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, 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.

### **Children & the Court System**

As a school we recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

### **Children with family members in prison**

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This school aims to:-

- Understand and Respect the Child's Wishes  
We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment
- Keep as Much Contact as Possible with the Parent and Caregiver  
We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.
- Be Sensitive in Lessons  
This school will consider the needs of any child with an imprisoned parent during lesson planning.

- Provide Extra Support

We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

**Pupils with medical conditions (in school).**

Please refer to the school's Medical Policy.

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

**Pupils with medical conditions (out of school).**

There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion Service will be contacted to support with the pupil's education.

**Special educational needs and disabilities**

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.
- Have fewer outside contacts than other children;
- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries;
- Have an impaired capacity to resist or avoid abuse;
- Have communication difficulties that may make it difficult to tell others what is happening;
- Be inhibited about complaining for fear of losing services;
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

As a school we will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment;



- Ensuring that disabled children receive appropriate personal, health and social education (including sex education);
- Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication;
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate;
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services;
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be a permanent state.

### **Elective Home Education**

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

### **Looked after Children and previously looked after children**

The Governing Board will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority or previously looked after children and will ensure that a member of staff is designated with responsibility for their welfare and progress.

Children may need a social worker due to safeguarding or welfare needs due to abuse, neglect and complex family circumstances. A child's experience of adversity and trauma can leave them vulnerable to further harm or being 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 DSL should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. This should be considered a matter of routine.

Where children need a social worker this should inform decisions about safeguarding eg responding to unauthorised absence or missing education where there are known safeguarding risks and promoting welfare by considering the provision of pastoral and/or academic support alongside action by statutory services.

### **Intimate and personal care**

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces/urine)
- Bathing / showering

- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

**1. Involve the child in the intimate care**

Try to encourage a child's independence as far as possible in his intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

**2. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

**3. Be aware of your own limitations**

Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

**4. Promote positive self-esteem and body image**

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

**5. If you have any concerns you must report them.**

**If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.**

If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

## **6. Helping through communication**

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

## **7. Support to achieve the highest level of autonomy**

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

## **Fabricated or induced illness**

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Partnership.

## **Mental Health as a part of Safeguarding including reference to Covid-19**

Form Teachers, class teachers, the school nurse and house parents for boarding pupils see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

Staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

Horris Hill recognises that there may be pupils for whom the impact of the Covid-19 coronavirus pandemic has created more serious levels of concern and these pupils will need additional support. As well as the

short-term impact, there may be long-term consequences for mental health. Possible negative impacts of the coronavirus pandemic on the mental well-being of our pupils may include:

- **Loss:** of seeing friends and family; of routines; of goals/milestones, such as exams; of rituals such as end of year activities; of school life; of normal life and activities.
- **Friendships:** lack of socialisation; loss of self-worth gained from peer groups; missing friends; difficulties maintaining friendships remotely; loss of social rewards and social identity.
- **Anxiety, fear and confusion:** fear about future uncertainty; fear of future school closures; confusion about new rules; anxiety about illness and hygiene.
- **Disrupted sleep patterns:** causing loss of concentration and affecting mood.
- **Family experiences:** abuse; conflict; stress; financial issues; coping with mental health issues of adults; increased caring responsibilities.
- **School:** worries about missing learning and falling behind; loss of routines; academic worries due to school closures or exam cancellations; lack of access to trusted adults.
- **Bereavement and illness:** coping with the illness or death of family, friends and loved ones.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement or child's if they are considered to be competent.

As they return to school, staff will be aware that pupils may struggle with:

- **Fear, anxiety and uncertainty:** for family and friends; going to school; spreading or catching the virus; being separated from their families; maintaining social distancing in the school environment; whether schools might close again; tests, assessments and exams which are taking place or which might be cancelled again.
- **Transition:** school will not be the same; "enjoyable" and social aspects of school may not happen or will be different; pupils may need to manage new routines and expectations; they may have different teachers and/or be in a different class or peer group. Children and young people at key transition pathways may be feeling more worried about what they might have missed or about falling behind with learning.
- **Relationships:** rebuilding, changing and maintaining relationships with peers and adults. It is likely pupils will be navigating ways to re-establish connections with their peers and possibly developing new friendship groups, particularly if their friends didn't return to school immediately or they are placed in different teaching pods.
- **Self-regulation, concentration and engagement**
- **Adapting:** to routines and boundaries of school, including school rules.

Children and young people are often more resilient than we give them credit for and we must remember that schools cannot be responsible for everything. Staff will help ensure that concerns and worries are reduced as far as possible by :

- Creating a sense of safety in school by providing structure, routine and enjoyable activities.
- Providing opportunities for pupils to talk to each other and with trusted adults about their experiences of lockdown.
- Supporting friendships and provide time and space for pupils to reconnect with each other and with school life.
- Taking care in putting pupils into groups and regularly review how these groups are working.
- Listening to pupils and use your school council to seek feedback and opinions from children and young people.
- Normalising uncertainty while also recognising and validating emotions.

- Talking about coronavirus and related worries, using this as an opportunity to correct inaccurate information or what might be termed 'fake news'.
- Setting an example of calmness by staff and supporting staff with their own anxieties
- Ensuring academic needs are met but without putting too much academic pressure on pupils.
- Being flexible and supportive when applying behaviour policies.

Public Health England has produced a range of resources to support the promotion of positive health, wellbeing and resilience among young people including guidance.

Links to materials and lesson plans are contained in the link Rise Above :  
<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

## **Part 3 – Other safeguarding issues impacting pupils**

### **Bullying**

Please refer to the separate Bullying: Preventing and Tackling Policy.

### **Prejudice based abuse**

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

## **Drugs and substance misuse**

Please refer to the separate Substance Abuse and Response Policy.

## **Faith Abuse**

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

## **Gangs and Youth Violence**

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- guide the pupil monitor group in ways to manage any conflict through a series of do’s and don’ts as part of their induction information
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

## **Private fostering**

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

## **Parenting**

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses <http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services <http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm>



## **Part 4 –Safeguarding processes**

### **Safer Recruitment**

The school operates a separate safer recruitment process as part of the school's Safer Recruitment Policy. During any recruitment process there is at least one member who has undertaken safer recruitment training.

The school has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to fulfil the requirements of their role. All staff over the age of 16 will have obtained an enhanced DBS disclosure and barred list check before commencing employment and additional criminal checks will be made for anyone who has lived or worked abroad. The school's Safer Recruitment process checks the identity, criminal record (enhanced DBS and barred list check), mental and physical capacity, right to work in the U.K., prohibition checks, professional qualifications and seeks confirmation of the applicant's experience and history through references. Information regarding staff qualifications, identity checks and vetting processes that have been completed are recorded.

Under the Safeguarding Vulnerable Groups Act 2006 a referral to the DBS will be made if a staff member is dismissed (or would have been dismissed) because they have harmed a child or put them at harm of risk. The school will notify Ofsted and the ISI of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises. Any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and the action taken in respect of any allegations, will be notified without delay and within 14 days of the allegations being made.

Please refer to the school's Safer Recruitment Policy.

### **Disqualification under the childcare act**

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare. Previously this disqualification also extended to risk by association of anyone living within the same household and required us to carry out a self disclosure process with staff. The risk by association element of the Act has now been refocused by the DfE and no longer applies to school staff.

We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

As a school we require all staff who may be impacted by this piece of legislation to complete a self declaration form and to inform the Headmaster immediately if they become aware of any changes to their circumstances that would require us to be aware. The school records all checks of staff employed to work in or manage relevant childcare on the Single Central Register.

Where a staff member is disqualified that person will no longer be employed and the safety of the children will be ensured. Ofsted and the ISI will be informed.

## **Staff Induction and Training**

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year with separate training to all new staff on appointment. The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and understand their responsibilities, identify and understand the role of the Designated Safeguarding Lead and his Deputies and also to understand the Safeguarding and Child Protection Policy, Code of Conduct for Staff, Good Behaviour and Sanctions Policy, Missing Child Policy and Procedures, Whistleblowing Policy, Prevent Policy, IT Acceptable Use Policy, Social Media Policy, Part one and Annex A which contains important additional information about specific forms of abuse and safeguarding issues of Keeping Children Safe in Education. Induction training also includes emergency evacuation procedures. Copies of these documents will be provided to all new staff. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Proprietors should ensure that all staff undergo regular, updated safeguarding training (including online safety) and 'the requirement to ensure children are taught about safeguarding, including online safety.' All safeguarding training for staff should be 'integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. Proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.'

Staff who work with children will undertake appropriate safeguarding and child protection awareness training, including on-line safety training, to equip them to carry out their responsibilities for safeguarding and child protection effectively, that is kept up to date by refresher training at regular intervals in accordance with Hampshire Safeguarding Children Partnership advice. Informal supplementary updates will be provided to staff as required, at least annually, either through staff meetings or via e-mail, as a result of any changes to national or local safeguarding guidance or legislation relevant to their role.

The DSL and the deputy DSL will attend appropriate training at least every other year to enable them to fulfil their role. In addition to this formal training, their knowledge and skills should be refreshed at regular intervals as required (this might be via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), but at least annually to allow them to understand and keep up with any developments relevant to their role.

The Board Level Safeguarding Lead will have oversight of all safeguarding and child protection training records to ensure that training is taking place in a timely manner.

## **Health and Safety**

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

The ability of staff to care for children must not be significantly compromised while under the influence of alcohol or any other substance. If staff members are taking medication which may affect their working ability they should seek medical advice to confirm that the medication is unlikely to impair their ability to look after children properly. Staff medication must be securely stored and out of reach of children at all times.

In the EYFS (Reception class) there will be at least one person who holds a current paediatric first aid certificate on the premises and available at all times when children are present.

## **Site Security**

The school will take all practicable steps to ensure that the School premises are as secure as circumstances permit. We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- Visitors and volunteers enter at the reception and must sign in and sign out on departure.
- Visitors and volunteers are identified by a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.
- Children are only allowed off site with adults/carers with parental responsibility or where permission has been given by the parent. No child will be allowed to leave the premises unsupervised.
- All children leaving or returning during the school day have to sign out and in.

## **Off site visits**

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits. In the EYFS (Reception class) at least one person who has a paediatric first aid certificate will accompany children on outings.

Please refer to the Educational Visits Policy.

## **First Aid**

Please refer to the Medical Policy.

## **Physical Intervention (use of reasonable force)**

As a school we have a separate Use of Force and Physical Restraint Policy outlining how we will use physical intervention.

### **Taking and the use and storage of images**

The School does not permit the use of personal mobile phones and cameras in our Early Years Foundation Stage (Reception class) to take digital/video images. Images to support educational aims should only be taken on school equipment. Staff mobile phones should be switched off and left in a safe place during lessons.

Please refer to the Taking, Storing and Using Images of Children Policy and the Staff Code of Conduct.

### **Transporting pupils**

On occasions volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where volunteers' cars are used on school activities the school will notify volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

## **Definitions**

### **Policy Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

When concerned about the welfare of a child, staff should always act in the best interests of the child. Specific guidance is available to staff within the procedure documents.

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time, part time or supply, in either a paid or voluntary capacity. This also includes parents and governors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document. Please also refer to Appendix 10 – What is Child Abuse?

### **Principles and Values**

- Children have a right to feel secure and cannot learn effectively unless they do so.

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

- All children have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact children's social care or the police, without notifying parents if this is believed to be in the child's best interests.

## Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. In this school any individual can contact the designated safeguarding lead (DSL) or the Deputy if they have concerns about a young person.

The **DSL is Felix Beardmore-Gray** and the **Deputy DSLs are Steve Bailey, Headmaster and Sam Moss, Deputy Head Pastoral and Harriet Uwalaka, Head of Lower School**. There is a nominated Board Level Safeguarding Lead, **Jo Storey**, who will take lead responsibility for safeguarding. The Proprietor, **John Forsyth** will receive reports of allegations against the headmaster and act on the behalf of the governing body.

Safeguarding will be discussed at all full governing board meetings and the safeguarding governor will use this as an opportunity to feedback any relevant information. The Board Level Safeguarding Lead will take a lead in relation to responsibility for the safeguarding arrangements to ensure that the school has effective safeguarding, child protection and Code of Conduct for Staff policies, that HSCP guidelines are complied with, to lead an annual review of safeguarding (to review effectiveness of procedures and their implementation) and to liaise with external agencies where this is required.

As an employer we follow safer recruitment guidance as set out in KCSIE 2021.

## Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided as required at least once every year. Separate training is provided to all new staff on appointment through a programme of induction training.

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role, and understand their responsibilities identify and understand the role of the Designated Safeguarding Lead and the Deputies and also to understand the Safeguarding and Child Protection Policy, Code of Conduct for Staff, Good Behaviour and Sanctions Policy, Missing Child Policy and Procedures, Whistleblowing Policy, IT Acceptable Use Policy, Online Safety Policy, Social Media Policy, Prevent Policy, Part one and Annex A of Keeping Children Safe in Education. Induction training also includes emergency evacuation procedures. Copies of these documents will be provided to all new staff. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Staff who work with children will undertake appropriate safeguarding and child protection awareness training, including on-line safety training, to equip them to carry out their responsibilities for safeguarding and child protection effectively, that is kept up to date by refresher training at regular intervals in accordance with Hampshire Safeguarding Children Partnership advice. Informal supplementary updates will be provided to staff as

required, at least annually, either through staff meetings or via e-mail, as a result of any changes to national or local safeguarding guidance or legislation relevant to their role and will then be captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

The DSL and the deputy DSLs will attend appropriate training at least every other year to enable them to fulfil their role. In addition to this formal training, their knowledge and skills should be refreshed at regular intervals as required, but at least annually to allow them to understand and keep up with any developments relevant to their role.

The Board Level Safeguarding Lead will have oversight of all safeguarding and child protection training records to ensure that training is taking place in a timely manner.

## Referral

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should without delay, where possible, speak with the DSL to agree a course of action, although staff can make a direct referral to children's social care. Referrals should be made using the Inter Agency Referral Form (IARF) in line with Hampshire Safeguarding Children Partnership procedures 2021. <https://www.hampshirescp.org.uk/report-a-concern/>

This form will then be forwarded automatically to the Children's Reception Team. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or if it is not clear if the threshold is met, then the DSL will contact children's social care and if appropriate the police. The DSL should always be available but if the DSL or one of their Deputies is not available or there are immediate concerns, the staff member will refer directly to the Children's Reception Team and the police if appropriate. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

Generally, the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk. If a parent informs us of a concern about their own child, we will inform them of what action we will take with the information they provide.

***N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.*

**If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the Police immediately. Anyone can make a referral** but the DSL will generally lead on liaising with other agencies. Where a referral is not made by the DSL, then the DSL should be informed as soon as possible that a referral has been made. If a child's situation does not appear to be improving the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction, escalate their concerns if they remain dissatisfied and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

## Information Sharing

Sharing information should be done as early as possible and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children, which must always be the paramount concern.

Information sharing is vital in identifying all forms of abuse and neglect. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with safeguarding partners, other organisations, agencies and practitioners as required. Staff

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

## **GDPR**

Please refer to the Privacy Notice and Data Protection Policy.

## **Early Help**

All staff are expected to identify when a child may benefit from early help. Early Help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the HSCP Threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving. Assessment should take account of the child's wishes and feelings wherever possible, their age, family circumstances and the wider community context in which they are living.

## **Confidentiality**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information sharing: advice for practitioners' (July 2018) guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

**As a school we will educate pupils to recognise when they are at risk and how to get help when they need it through:**

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

## **Dealing with allegations against staff**

Please refer to Appendix 5 – Allegations against adults who work with children procedure.

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Headmaster, **Steve Bailey**. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

Before contacting the LADO, the school would conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. At no time should delay permit a child to be put at risk of harm.



If the allegation is against the headmaster, the person receiving the allegation will contact the Proprietor, John Forsyth directly – without informing the Headmaster. The Proprietor will contact the LADO. If the Proprietor is not available, then the LADO should be contacted directly.

The school must act to safeguard the child(ren) involved in an allegation. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.

### **Dealing with allegations against pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the Peer on Peer/Child on Child Abuse guidance will be followed. Please refer to Appendix 6 – Peer on Peer/Child on Child Abuse.

Peer-on-peer/Child on child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sharing nude or semi-nude images (sexting), upskirting, sexual violence and or harassment and gender-based issues. Peer-on-Peer/Child on child abuse should never be dismissed as "banter", 'having a laugh' or 'boys being boys' or "part of growing up" as it can lead to a culture of unacceptable behaviour and an unsafe environment for children and young people within a culture that normalises abuse. Even if there are no reports of peer on peer abuse it does not mean it is not happening. The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer/child on child abuse.

Mobile phones and/or any personal devices that can access the internet, are banned for pupils at Horris Hill unless permission has been granted for a specific purpose.

### **Whistleblowing**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found in the school's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, the NSPCC gives additional help and support help at [@nspcc.org.uk](https://www.nspcc.org.uk) or 0800 028 0285.

### **Policy review**

As a school, we review this policy at least annually in line with DfE, Hampshire Safeguarding Children Partnership (HSCP), Hampshire County Council - and other relevant statutory guidance.

## **Roles and responsibilities within Horris Hill School**

### **Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding and, in relation to sexual violence or sexual harassment, that it is happening.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately the deputy DSL should be informed.
- Be prepared to refer directly to children’s social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their deputy is not available.
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures (Appendix 6).
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding and Child Protection Policy and Procedures, the Good Behaviour and Sanctions Policy, the Code of Conduct for Staff, the Missing Child Policy and Procedures and the role of the DSL.

#### **Senior management team responsibilities:**

- Contribute to inter-agency working in line with guidance (Working Together 2018)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing board such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE) and the Hampshire-Safeguarding Children Partnership (HSCP).

#### **Board responsibilities**

- Proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report

abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

- Ensure the school has effective safeguarding policies & procedures including a safeguarding and child protection policy and a code of conduct for staff, a Good Behaviour and Sanctions Policy and a response to children who go missing from education (Missing Child Policy and Procedures).
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the Headmaster. Allegations against the Headmaster are dealt with by the Proprietor. Where the Headmaster is the sole proprietor of an independent school it is mandatory to report to the LADO.
- A member of the senior management team is appointed as designated safeguarding lead (DSL) and has this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a Board Level lead for safeguarding
- The school's Safeguarding and Child Protection policy is reviewed at least annually, including the updating of procedures and their implementation.

#### **DSL responsibilities** *(to be read in conjunction with DSL role description in KCSIE)*

##### **In this school the DSL is Felix Beardmore-Gray**

**The deputy DSLs are Steve Bailey, Headmaster; Sam Moss, Deputy Head Pastoral and Harriet Uwalaka, Head of Lower School.**

The Designated Safeguarding Lead should promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

In addition to the role of staff and senior management team the DSL will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the governing body in fulfilling their responsibilities set out in legislation and statutory guidance.
- Attend appropriate training, work closely with mental health leads and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and knows how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headmaster.
- Ensure that whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school

- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse
- Regularly review the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.
- During term time the DSL or the deputy DSL should always be available (during school hours) for staff in the School to discuss any safeguarding concerns. In the exceptional circumstances that they are not, staff should not delay in taking appropriate action and should consider speaking to a member of the senior management team and/or take advice from local children's care.
- The DSL will take lead responsibility for safeguarding and child protection matters in the school, and understand the unique risks associated with online safety.
- Meet any other expectations set out for DSLs in KCSIE 2021

Ultimate lead responsibility in Child Protection, including online safety, remains with the DSL and this responsibility should not be delegated.

## Horris Hill School Child Protection Procedures

### Overview

(Please also refer to Appendix 4 – Dealing with disclosures)

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well those who are pupils. Attention will be given to the HSCP Bruising Protocol, including with regards bruising of non-mobile infants.

**If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

1. Listen carefully; avoid asking leading questions; reassure the individual that the allegation/complaint will be taken seriously; don't guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.
2. Make an initial record of the information
3. Report it to the DSL immediately (or the deputy DSL in his absence). Disclosures by a child in early years should be reported to Harriet Uwalaka, Head of Lower School and Deputy DSL.
4. If there is a disclosure or concern about an adult at school, this must be reported to the Headmaster, Steve Bailey, without delay. If the Headmaster is the subject of the concern, you must inform the Proprietor (see Appendix 6).
5. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available. If a child is in immediate danger or there is the potential for immediate significant harm, be prepared to refer directly to children's social care (and the police if appropriate). Where a referral is not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.
6. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries
  - Explanations given by the child / adult
  - What action was taken
  - Any actual words or phrases used by the child

The records must be signed and dated by the author or / equivalent on electronic based records

**Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care and the police if appropriate. The rationale for this decision should be recorded by the DSL.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. 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 Children's Social Care or the police whether the parents 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.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Inter-Agency Referral Form (IARF) <https://www.hampshirescp.org.uk/report-a-concern/> 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 there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team (CRT) on 01329 225379.

4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL will then notify Children's Social Care of the occurrence and what action has been taken.
5. When a pupil is in need of *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
6. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.

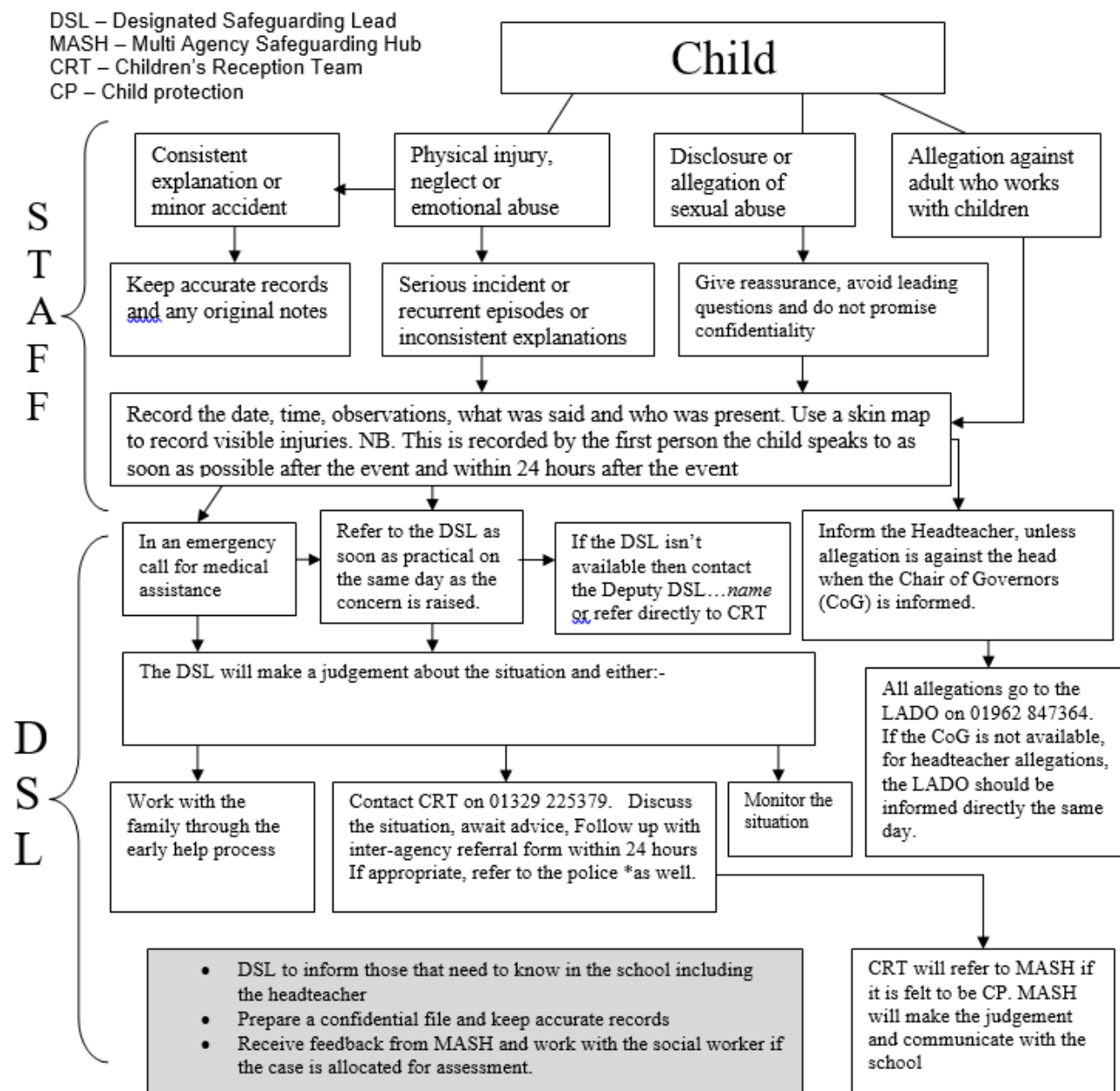
If after referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and most importantly that the child's situation improves.

All concerns, discussions and decisions made and the reasons for those decision should be recorded in writing.

## Appendix 1 – Flowchart for child protection procedures

If staff have concerns about a child they should take **immediate** action

### Flowchart for child protection procedures



\* In the cases of known FGM, the teacher who was made aware will also make contact with the police

## Appendix 2 – Recording Form

<b>Child's name:</b>			
<b>Date and time</b>		<b>D.o.B</b>	
<b>Name and role of person raising concern:</b>			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

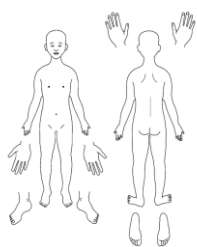
**Name:**

**Designation:**

**Copied to:**

## Appendix 3 – Skin Map





Name of Child:

\_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording:

\_\_\_\_\_

Name of completer:

\_\_\_\_\_



Any additional

## Appendix 4 - Dealing with disclosures

### All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

### Guiding principles, the seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable. When listening to a report or allegation, it is best practice to wait until the end of the report and then immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate for notes to be taken during the report but staff should be conscious of the need to remain engaged with the child and not appear distracted. Either way, **it is essential that a written record is made** recording the facts as the child presents them and not reflecting the personal opinions of the note-taker. Notes of such reports could become part of assessment by children's social care and/or part of a criminal investigation.

#### Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

## **Report**

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- Poor reporting practice would involve, failing to act on and refer early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information with the right people within and between agencies, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

## **Record**

- If you make brief notes at the time, write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.

## **If staff have a concern about a child**

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be stored securely. Referrals should be kept confidential.

## **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

## **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider, ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children's Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

## **Appendix 5 - Allegations against adults who work with children**

Working Together to Safeguard Children (2018) states that organisations should have clear policies in line with those from the HSCP for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSIE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include:-

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:-

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

### **Low-level Concerns**

The term low-level concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the threshold listed under the Allegations Procedure below. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a nagging doubt, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct including inappropriate conduct outside of work or does not seem serious enough to consider referral to the LADO. Examples might include but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their devices
- Engaging with a child on a one-to-one basis in a secluded area
- Using inappropriate language

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is crucial that any such concerns are shared responsibly with the right person, recorded and dealt with appropriately. The school's policy is that concerns/allegations about a member of staff are shared with the Headmaster.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

## Allegations Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children 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; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children even if the incident was off site and did not involve children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headmaster ('the case manager') as soon as possible. Where the Headmaster is absent, reports should be made to the Proprietor.
- If an allegation is made against the Headmaster, the concerns need to be raised with the Proprietor as soon as possible – without informing the Headmaster. If the Proprietor is not available, then the LADO should be contacted directly. Where the Headmaster is the sole proprietor of an independent school it is mandatory to report to the LADO.
- There may be situations when the Headmaster or Proprietor will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headmaster or Proprietor they will contact the Local Authority Designated Officer on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- After discussion with the LADO, inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police. All allegations should be investigated as a priority to avoid delay. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed.

The LADO should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

If the matter is investigated internally, the LADO will advise the school to seek guidance in following procedures set out in 'Keeping Children Safe in Education' (2021) and the HSCP procedures.

The case manager will ensure that the individual who is the subject of the allegation should be informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the school and shall provide them with their contact details.

Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.

The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or the Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

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

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

The School's Staff Code of Conduct provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

### **Allegations against Supply Teachers**

- Allegations made against supply teachers will be dealt with properly by liaising with the local authority to determine a suitable outcome and discussing appropriate action with the supply teacher's employment agency. When using an agency the school will inform the agency of the process.

## Appendix 6 - Managing allegations against other pupils – Peer on Peer/Child on Child Abuse Policy

(Please also refer to the school's Bullying Policy: Preventing and Tackling and Good Behaviour and Sanctions and the Peer-on-Peer Abuse Policy and DfE guidance Sexual Violence and Sexual Harassment between Children and Young People September 2021 which includes information regarding Harmful Sexual Behaviour (HSB).

Children can abuse other children and this is generally referred to as peer on peer/child on child abuse. It can take many forms. This can include, but is not limited to, bullying, cyberbullying, physical abuse, sharing of nude and or semi-nude images, upskirting, hazing, sexual violence and sexual harassment. **In particular, staff need to be aware of a possible increase in peer on peer/child on child online bullying with the increased time pupils may be on social media.**

### 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 as well as their emotional well-being. Pupils with Special Educational Needs and Disabilities are more likely to be at risk than their peers. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

### Policy

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children and the school adopts a zero tolerance approach.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSIE (2021). Staff are aware that children can be particularly vulnerable in residential settings and are alert to pupil relationships and the potential for peer abuse.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of peer on peer/child on child abuse by:-

#### Prevention:

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

### **Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- For urgent Child Protection enquiries, professionals can phone: 01329 225379. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Children's Social Care (01329 225379) and if appropriate the police. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.
- N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.
- The school recognises that even when there are no reported cases of peer-on-peer abuse it does not mean it is not happening within school or at home.

### **Risk Assessment:-**

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

### **Action: The DSL will consider:-**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

### **Options: The DSL will manage the report with the following options:-**

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)



**Ongoing Response:**

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

**Physical Abuse**

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Whilst it is more likely that girls will be victims and boys perpetrators, boys can also be victims. All peer on peer abuse is unacceptable.

Examples of safeguarding issues against a student could include:

**Physical Abuse**

- Violence, particularly pre-planned eg initiation/hazing type rituals
- Forcing others to use drugs or alcohol

**Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation including upskirting

**Sexual Abuse**

- Indecent exposure, indecent touching sexual violence or sexual harassment
- Forcing others to watch pornography or take part in sharing of nude or semi-nude imagery or upskirting
- Other behaviours outlined in the Hackett Continuum and or Brook traffic light tool (Please refer to Appendix 7)

**Sexual Exploitation**

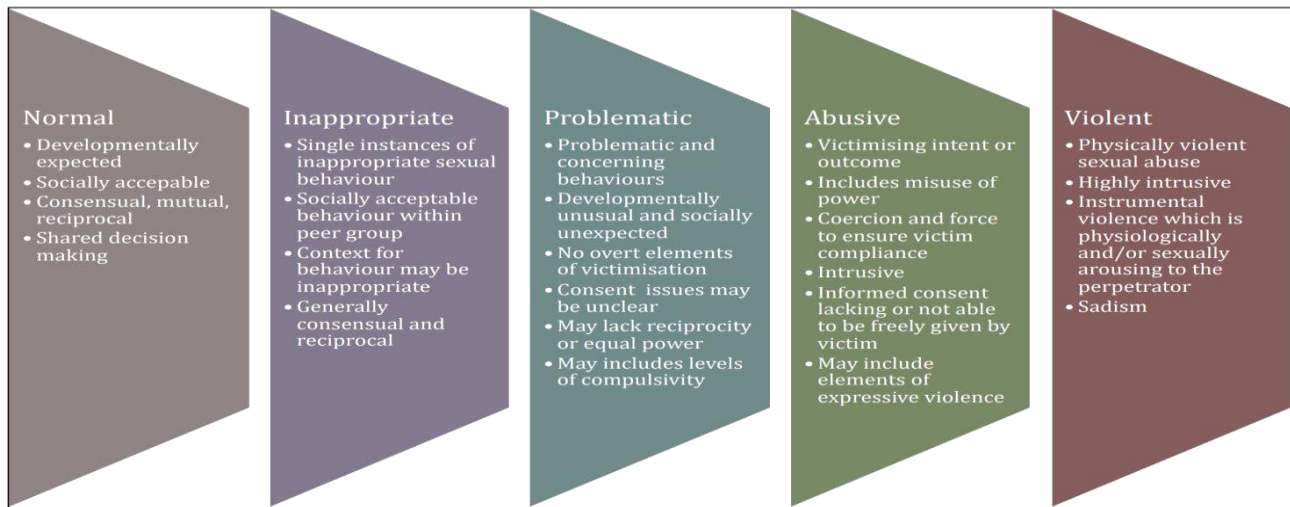
- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

References: –

KCSIE (DfE 2021); Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2021)

**National Police Chiefs' Council (NPCC) – When to call the Police** guidance will help clarify when to consider calling the police and what to expect when a report is made.

## Hackett Continuum



# Brook sexual behaviours traffic light tool

## Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

### Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

## Appendix 8 - Safeguarding Aide-Memoire

Felix Beardmore Gray, is the Safeguarding Lead.

Steve Bailey, Headmaster, Sam Moss, Deputy Head Pastoral and Harriet Uwalaka Head of Lower School are the Deputy Designated Safeguarding Leads. Harriet Uwalaka is the designated person for EYFS and the Lower School.

Mr John Forsyth is the Proprietor. Jo Storey is the Board Level Safeguarding Lead. Contact details for these people can be requested from the Bursar or the Front Office. They are also detailed in the Safeguarding & Child Protection Policy, available in the Staff Common Room and on the school website.

Horris Hill is supported by the Hampshire Safeguarding Children Partnership.

Staff must share any safeguarding concerns about children with the DSL (or a deputy) immediately.

At any time, however, you may refer your concerns directly to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours).

Concerns about staff must be taken to the Headmaster or, when the concerns are about the Headmaster, Jo Storey, who is the Board Level Safeguarding Lead acting on behalf of the Proprietor.

If you have a concern about an adult at school, and cannot contact the headmaster in good time, you must contact the Local Authority Designated Officer on 01962 876364

As well as a briefing at the start of term of each term, you have read at least Part One and Annex A of Keeping Children Safe in Education which contains further information and descriptions of the four types of abuse: physical, sexual, emotional and neglect; KCSIE also lists specific safeguarding issues, including radicalisation, online safety and peer-on-peer abuse.

If a pupil discloses directly to a member of staff or volunteer, he/she must:

- **Listen carefully to what is said and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.**
- **Ask only open questions.**
- **Not ask leading questions which may be interpreted as putting ideas in to the child's mind.**
- **Never give undertakings of absolute confidentiality to a pupil.**
- **Make notes of the details of the disclosure using the child's words where possible. This note should be made within one hour.**
- **Reassure the child they have done the right thing and tell them they are not to blame.**
- **Records should: be accurate and descriptive, signed and dated and submitted to the DSL; not make assumptions; not include any opinions.**
- **All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.**

## **Appendix 9 - What is child abuse?**

The following definitions are taken from *Working together to safeguard children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire safeguarding children Partnership (HSCP) threshold chart.

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. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help. Behaviours linked to issues such as drug taking and/or alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images/videos can be signs that children are at risk.

### **What is abuse and neglect?**

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Children can also abuse their peers online. This can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography, to those who do not wish to receive such content.

### **Physical abuse**

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

### **Emotional abuse**

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

### **Sexual abuse**

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



preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

The HSCP neglect strategy is used to provide more detailed summary of neglect and the local thresholds for referrals – please see Hampshire Safeguarding Children Partnership website.

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you're worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

### **Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSCP neglect toolkit provides a more detailed list of indicators of neglect – see Hampshire Safeguarding Children Partnership.**

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

## **Indicators of emotional abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### **Sexual abuse**

#### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the Safeguarding section of this policy.

**Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

**Indicators of sexual abuse****Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

**Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

## Appendix 10 – Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

### Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

*(This template is offered as a framework and should be seen as a starting point for development to fit your school's individual context. Each reported incident should be managed on a case-by-case basis)*

#### EXAMPLE assessment

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Red Behaviour:</b> Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2019. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> <li>Referral to CAMHS</li> <li>Increased monitoring &amp; toilet supervisor</li> <li>Keep safe work.</li> </ul>	DSL	01/02/19	✓01/02/19 Contract of agreement has been signed by the parents to include increased monitoring, toilet supervision and keep safe work.
Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.		Referral to Children's social care	DSL	01/02/19	✓01/02/19 Children & Family Assessment to be completed by CAST
		Victim's parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/19	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/19	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & key Staff members	09/02/19	No additional concerns raised. ACTION - Review plan again in one week's time

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2019	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2019	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2019	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2019	

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Red Behaviour:</b>					
Red Behaviour:					
Amber Behaviour:					



## Appendix 11 – Whistleblowing in a Safeguarding Context

While the school has a separate whistleblowing policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within **Horris Hill School**, the Headmaster, Steve Bailey, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the headmaster aware.

If your concern is about the Headmaster, you should raise this with the Proprietor.

If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Hampshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the headmaster and no / insufficient action has been taken, or the member of staff you have concerns about is the headmaster, then you are able to contact the LADOs on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk)

If you believe that a child is being abused by individuals outside the school, you are able to make a referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours).