

## A6 Safeguarding

Policy Lead: CEF	Date: 2017	Revision due: Sept 2020
Date of Amendment:	Staff Initials:	
18.09.18	CEF/CET	
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### **WSNL SAFEGUARDING AND CHILD PROTECTION POLICY**

**School Tier:** Whole School

**Related Policies:** See appendices and policies named at the bottom of this document

#### **POLICY AIMS**

"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child." (KCSIE Part 1)

Through the operation of this policy we aim to: allow all Staff, Volunteers, Prefects and Peer listeners to be aware of the appropriate Safeguarding and Child Protection policies and procedures and know who to speak to should a pupil disclose to them an allegation of abuse or if early help/intervention may be needed with an individual child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

We endeavour to foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner. We will include in the curriculum, and through the House system, activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e safety, and to know to whom to turn for help, if necessary.

This policy applies to both the Senior school and the Prep school, including the Early Years Foundation Stage. It applies wherever staff and volunteers are working with pupils, even when this is away from the College.

This policy is available to parents on the school's website and is made available to parents on request.

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Safeguarding is the responsibility of all members of our community and, although referrals are usually managed by the DSL and/or the Head, anyone can refer a child to social care if necessary. In circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. Contact numbers can be found later in this document.

**Any staff member** who has a concern about a child's welfare should follow the referral processes as discussed in the induction training and set out in Part One of KCSIE. Staff may be required to support social workers and other agencies following any referral. Referrals may also come from the Pupil Welfare Group meetings or from Nadine Boole (the School Listener).

All staff need to be aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Further details can be found in Annex A which is issued to all staff.

Staff need to be aware of the additional barriers that can exist when recognising abuse and neglect in children with special educational needs (SEN). 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; and
- communication barriers and difficulties in overcoming these barriers.

This policy is in accordance with inter-agency procedures agreed with the Nottinghamshire Safeguarding Children Board (NSCB) and follows the guidelines and recommendations of the DfE publication "Keeping Children Safe in Education 2019" and "Working Together to Safeguard Children 2018". The NSCB procedures can be located at the following address:

<http://nottinghamshirescb.proceduresonline.com/>

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### Designated Persons

The Designated Persons who take responsibility for child protection matters at Worksop School are as follows:

#### Worksop College:

**DSL** – Mrs Charlotte Futter (Assistant Deputy Head Pastoral) School:  
01909 537184, [c.futter@wsnl.co.uk](mailto:c.futter@wsnl.co.uk)

**DDSL** – Dr. Adam Gutteridge (Assistant Deputy Head Academic) School:  
01909 537128 [a.gutteridge@wsnl.co.uk](mailto:a.gutteridge@wsnl.co.uk)

**DDSL** – Ian Parkin  
01909 537100 [i.parkin@wsnl.co.uk](mailto:i.parkin@wsnl.co.uk)

Ranby House (Worksop School Prep School), including responsibility for safeguarding children within the EYFS setting

**DDSL** – Mr Dan Simpson (Head of Humanities, Prep School)  
01777703138 [d.simpson@wsnl.co.uk](mailto:d.simpson@wsnl.co.uk)

**DDSL** – Mrs Sarah Johns (Teacher, Prep School).  
01777703138 [s.johns@wsnl.co.uk](mailto:s.johns@wsnl.co.uk)

The Governor with responsibility for Safeguarding and Child Protection is:  
Mrs. Alison Hurton whose email address is via [head@wsnl.co.uk](mailto:head@wsnl.co.uk)

The Head is Dr John Price: 01909 537127 [head@wsnl.co.uk](mailto:head@wsnl.co.uk)

The Chair of Governors (Custos) is Mrs Penny Owston whose email address is [p.owston@wsnl.co.uk](mailto:p.owston@wsnl.co.uk)

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### Professionals with a safeguarding concern

The Nottinghamshire Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns.

You can contact the MASH team in one of the following ways:

- telephone: 0300 500 80 90
- fax: 01623 483295
- email: [mash.safeguarding@nottscc.gcsx.gov.uk](mailto:mash.safeguarding@nottscc.gcsx.gov.uk)
- online form: [concerned about a child](#)
- online form: [concerned about an adult](#)
- post: MASH, Piazza, Little Oak Drive, Sherwood Business Park, Annesley Nottinghamshire NG15 0DR.

Opening hours: Monday to Thursday: 8.30am to 5pm; Friday: 8.30am to 4.30pm

MASH phone number: 0115 8042525 or  
**0300 500 80 90** during the following core working hours:  
8.30am-5.00pm – Monday to Thursday  
8.30am-4.30pm – Friday  
Emergency duty team (EDT) on **0300 456 4546**

MASH Education advisor: Moira Cordon: 0115 8042525

Early Help phone number: 0115 8041248

Social Care: 0300 5008080.

The LADO is Eva Callaghan: telephone: 0115 8041272.

In an emergency call 999

NSPCC helpline: **0808 800 5000**–Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday

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### **The broad areas of responsibility for the Designated Safeguarding Lead are:**

#### ➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

#### ➤ **Training**

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures, especially new and part time staff

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4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the School with regards to the requirements of the Prevent duty, including in EYFS, and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them

### ➤ **Raising Awareness**

- The designated safeguarding lead should ensure the School's policies are known, understood and used appropriately.
- Ensure the School's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the School, ensure the file for safeguarding and any child protection information is sent to any new school /School as soon as possible but transferred separately from the main pupil file.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

### **Teaching pupils about safeguarding:**

The School teaches pupils about safeguarding through the curriculum, in PSHE, and through the House system. This includes guidance on managing their behaviour to

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reduce risks, particularly on line; building resilience to protect themselves and their peers; and providing information about who they can turn to for help. Resources used include those from the PSHE Association, The UK Safer Internet Centre, the NSPCC and CEOP's Thinkuknow website.

The safe use of technology is reinforced in all areas of the curriculum and messages are also included in school assemblies, tutorials, through external providers and during the School's Risk week. Appropriate filters and monitoring systems are in place without introducing unnecessary restrictions on learning.

The school undertakes to build pupils' resilience to radicalisation by promoting fundamental British values enabling them to challenge extremist views.

### **Recruitment, induction and training**

The school operates safe recruitment procedures when appointing staff, governors and volunteers as found in the DBS Policy and The Safer Recruitment and Generic Procedures Policy and in line with Part 3 of KCSIE.

All Designated Persons receive training, which is updated every two years, in "Child Protection: Responsibilities of the Designated Person" which includes Working Together with Other Agencies. The training is provided by the NSCB or an external welfare agency acceptable to the NSCB.

The DSL has a job description and training which is in line with the requirements outlined in Annex B of KCSIE.

The Head and all staff who work with children are trained in child protection by a child protection expert, normally from or recommended by BSA, and in accordance with the requirements of the LSCB, including all new temporary staff.

All temporary and voluntary staff who work with children are given training in Safeguarding and Child Protection and are furnished with copies of "Safeguarding and Child Protection Information and Procedures" and "The Induction of New Staff and Volunteers in Safeguarding and Child Protection" (**appendix 1**). They will be given a copy of Staff Code of Conduct, The Staff/Pupil Policy and the documents named in the Safeguarding Induction Procedures, along with copy of Part 1 of KCSIE including Annex A, and are required to sign a form to say they have read, received and understood the aforementioned documents.

All teaching staff receive Safeguarding and Child Protection training, including online safety and Prevent training during the induction process from the DSL and DDSL's who will assist staff to understand and discharge their role and responsibilities as set out in Part 1 KCSIE. All staff will be made aware of who the DSL and DDSL staff are during this induction. Training will enable staff to understand their responsibilities regarding the policies pertaining to Safeguarding in place at Worksop School. All new staff receive a copy of all the documents named in the Safeguarding Induction

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Procedures and sign a form to state that they have read and understood the documents named. They also receive the Staff Code of Conduct, The Staff/Pupil Policy and, prior to starting at Worksop School, they are issued with a handbook, "Teaching Guidelines" and "Pastoral Handbook" all of which will enhance their understanding of child protection procedures and the specific procedures of our setting. (**appendix 2**).

All new members of staff and volunteers at Worksop School receive induction training from DSL or one of the DDSLs at the time of their appointment. All new members of staff and volunteers at Worksop School Preparatory School receive induction training from Sarah Johns for support staff/volunteers and Dan Simpson for teaching staff at the time of their appointment.

Refresher training is in line with the recommended time frame set by NSCB but updates will be as required and at least annually.

Assurance is obtained that appropriate child protection checks apply to any staff employed by another organisation and working with the schools' pupils on another site.

All staff are made aware that mobile telephones and cameras are not allowed to be used in relation to EYFS pupils whether in the classroom or elsewhere, without the express permission of the head of the prep school. Pupils' attainment and development in EYFS is only to be recorded onto school iPADS or School cameras and uploaded onto Tapestry (password protected) or the secure area on the T drive. (**appendix 3**)

**Types of abuse and neglect** (as defined in Keeping Children Safe in Education 2019)

**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.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (see anti bullying policy "peer on peer abuse")

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

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

**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, 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:** 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

"Keeping Children Safe in Education" also acknowledges the following as specific safeguarding issues:

- **Children missing from education**
- **Child sexual exploitation (CSE)**
- **"Honour based" violence (HBV)**
- **Female genital mutilation and mandatory reporting duty (FGM)**
- **Preventing Radicalisation**

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- **Prevent**
- **Channel**

Further information on all of the above can be found in Annex A in KCSIE 2019 and in the D.f E. guidance on Prevent both of which are issued to all members of staff at induction.

**Signs of Abuse** (As defined by the NSPCC)

### **Physical Abuse**

#### **Bruises**

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the bod
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object

#### **Burns or scalds**

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape or an implement for example, a circular cigarette burn
- multiple burns or scalds

#### **Bite marks**

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth

#### **Fractures or broken bones**

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

#### **Other injuries and health problems**

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

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### **Emotional Abuse**

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends

### **Sexual Abuse**

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge

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- sexually transmitted infection (STI)
- pregnancy.

### **Neglect**

#### **Poor appearance and hygiene**

They may:

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants

#### **Health and development problems**

They may have:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given required medicines and vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- Tiredness
- altering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills

#### **Housing and family issues**

They may be:

- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

### **Children in Need**

These are children who are not suffering or are at risk of suffering serious harm but may need additional support, either through health or educational provision. eg CAMHS or other local agencies. If a decision is made to refer a child to Children's Social Care, this will normally be in consultation with parents, unless to do so would put the child at risk of harm.

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### **Early Help**

All school staff who identify children who would benefit from “early help” must ensure their concerns are shared with the DSL in order that the information can be shared with other professionals from one or more agencies to aid the best interests of the child. This could be through CAMHS, Notts MASH team or other agencies known to the school’s Health Care Centre.

Examples of children who may be more vulnerable are:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

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Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, the unacceptable use of 'banter', sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Allegations of peer on peer abuse will be investigated in line with other school policies and additional pastoral support will be put in place when required. Peer on Peer abuse should never be tolerated and is not "banter or "part of growing up".

Advice would be taken from [Part 5 Keeping Children Safe in Education \(Sept 2019\)](#)

[Sexual Harassment and Sexual Violence Advice](#)

[Anti-Bullying Alliance](#)

[Sexting in Schools and Colleges: Responding to incidents and safeguarding young people \(UKCCIS\)](#)

[Searching, Screening and Confiscation](#)

[Teaching online safety in School \(DfE June 2019\)](#)

### **Sexual Violence and Harassment**

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

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

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

### **What is Sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

18 Legislation.gov.uk

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### **Rape:**

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

### **Assault by Penetration:**

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

### **Sexual Assault:**

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

### **What is consent?**

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

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
  - Upskirting

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### Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from point 22 in Part 1 of the KCSIE 2019 guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Staff should refer to **Appendix 4** and the Anti- Bullying policy.

### Children missing from education

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

### Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It 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 does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

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- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

As a school we need to be aware of local environmental issues which may arise such as county lines, gang culture and we will be alert to this through ongoing training and liaising with the NSCB.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;

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- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

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

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **So-called 'honour-based' violence (including FGM and Forced Marriage)**

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

### **FGM**

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

### **FGM mandatory reporting duty for teachers**

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Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

100 - Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

102 - As defined in the Government's Counter Extremism Strategy.

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

### **Preventing radicalisation**

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

Extremism<sup>101</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation (102) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions,

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to have "due regard" to the need to prevent people from being drawn into terrorism" (104). This duty is known as the Prevent duty.

Staff should be aware that some children may be particularly vulnerable in a boarding situation and are therefore made aware of Special Circumstances that are cited in Keeping Children Safe in Education and underpinned by The National Minimum Standards for Boarding Schools (**appendix 5**)

Specific Safeguarding Issues (**appendix 6**)

### **Concerns, allegations and disclosures**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on the internal safeguarding referral form. If a member of staff is in doubt about recording requirements they should discuss this with the designated safeguarding lead.

### **Dealing with disclosures**

#### Receive

- Listen to the child and keep an open mind. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

#### Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, particularly about confidentiality: reassure them that you will only tell anyone who 'needs to know'.
- Acknowledge how hard it must have been for the child to tell you what happened.

#### React

- React 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' them for full details.
- Do not ask 'leading' questions i.e. questions which suggest their own answers, such as: 'What did he do next?' (this assumes that he did!) or 'Did she touch your private parts?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?' or 'And...?'

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- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.
- Inform the designated safeguarding lead or the deputy designate.

### Record

Keep sufficient written record of the conversation; this should include:

- Date and time
- Place of conversation
- Essence of what was said
- Sign your notes using names not initials

Any other evidence such as your original scribbled notes, phones containing messages, clothing, computers, which should be kept securely with the written record and passed on when reporting.

The DSL will make prompt contact with the relevant Children's Social Care department where there are concerns that a child may be in need of early help or at risk.

Staff should discuss any safeguarding concerns about a child with the DSL but it is possible for staff to refer concerns directly to the Children's Social Care. However, if a member of staff does make a direct referral s/he should inform the DSL as soon as possible after the referral has been made.

MASH phone number: 0115 8042525

Early Help phone number: 0115 8041248

Social Care: 03005008080. Emergency number: 03004564546

Where a staff member feels unable to raise an issue with their employer or through the School's whistleblowing policy or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 5008080
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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**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.**

Any child protection concerns which do not involve an employee or volunteer will be referred to the children's social care services.

All allegations against staff or volunteers must be reported to the Head. If they are absent, the allegation must be passed to the Custos (Mrs Penny Owston). If the allegation is against the DSL the report is made directly to the Head. If the allegation is against the Head the report is made to the Governors who will contact the Custos.

Whenever an allegation or disclosure of abuse has been made, the school communicates immediately and certainly within one working day, with the Local Authority Designated Officer (LADO) at the NSCB.

The LADO is Eva Callaghan: telephone – 0115 8041272.

All allegations must be referred to the LADO for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual. In case of serious harm, the police must be informed from the outset. The school must not undertake its own investigation of an allegation without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations.

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

If a member of the boarding staff is suspended pending an investigation of a child protection nature, he or she will be housed in accommodation off the school premises.

There is a requirement to report to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, volunteer or student), whose services are no longer used because he or she is considered unsuitable to work with children (see the DBS Policy). The DBS address for referrals is PO Box 181, Darlington. DL1 9FA (Telephone 01325953795). A referral will be made to the National School for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such an order are unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction, at any time, for a relevant offence. In any of the above instances, it may be necessary to make referrals to **BOTH** the DBS and the NCTL as they use different criteria for their respective judgements. (Relevant guidance information is listed in the references section of this document).

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### **Review and remediation**

The governing body undertakes, at its Spring Board meeting, an annual review of the schools' child protection policies and procedures and of the efficiency with which the related duties have been discharged.

All deficiencies or weaknesses in child protection arrangements are remedied without delay.

The governing body will ensure, through the DSL, that the school will contribute to interagency working in line with Working Together to Safeguard Children 2018 by fostering good relationships with local agencies and ensuring that there is effective implementation of all child protection related policies.

### **Related Policies**

This policy should be viewed in conjunction with the following related WSNL policies and procedures, the Pastoral Handbook and the Teaching Guidelines:

Anti Bullying Policy  
Attendance policy  
Behaviour Policy  
Disclosure and Barring Service Policy  
Drugs and Substance Policy  
EYFS mobile phone and camera policy  
ICT Policy  
Missing Pupils Policy  
PHSE Policy  
Policy for Pupils on Confidentiality Issues  
Pupil Acceptable Use Policy  
Restraint of Pupils Policy  
Self-Harm Policy  
Sex and Relationships  
Staff Code of Conduct  
Staff Facing Allegations of Abuse  
Staff and Volunteer Acceptable Use Policy  
Taking, Storing and Using Images

### **References**

### **Statutory Framework**

- The Children Act 2004

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- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- Nottinghamshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE, September 2019)
- Keeping Children Safe in Education: Part One- information for all school and School staff (DfE, September 2019) – Annex A
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- National Minimum Standards
- The "Prevent" duty: Section 26 of the Counter-terrorism and Security Act 2015
- Statutory guidance on Pupils Missing Education (January 2015)
- Disqualification Under the Childcare Act 2006
- Education (Independent School Standards) (England) Regulations 2010

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the Nottinghamshire Safeguarding Children Board.

Additional guidance: 'What to do if you're worried a child is being abused': Guidance for all staff, teaching and nonteaching:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/)