



Child Protection and Safeguarding Policy

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Maintained by:	Kirstie Andrew-Power	Next review due:	January 2024

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1. Important safeguarding contacts

Designated safeguarding leads	<p>Primary Phase:</p> <ul style="list-style-type: none"> • Karen Digby kdigby@gomer.gfmat.org • Kerry Sharpe ksharpe@rowner.gfmat.org <p>Secondary Phase:</p> <ul style="list-style-type: none"> • Rachael Adderley radderley@gfmat.org <p>Special Phase</p> <ul style="list-style-type: none"> • Chris Berry cberry@lws.gfmat.org
Executive safeguarding leads	<p>Primary:</p> <ul style="list-style-type: none"> • Georgina Mulhall gmulhall@gfmat.org <p>Secondary:</p> <ul style="list-style-type: none"> • Chris Willis cwillis@gfmat.org <p>GFM:</p> <ul style="list-style-type: none"> • Kirstie Andrew-Power kandrew-power@gfmat.org
Designated safeguarding Trustee	Jean Morgan jmorgan@board.gfmat.org
Chair of the MAT Board	Cris Beswick cbeswick@board.gfmat.org
Local authority designated officer (LADO)	Barabara Piddington barabara.piddington@hants.gov.uk

2. Aims

The GFM aims to ensure that all staff embrace their statutory responsibilities with respect to safeguarding and engage in training to recognise and report safeguarding issues applying common sense and judgement and the STAR principle. The GFM aims through this to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

S**Stop**

Is a child potentially unsafe and at risk?

T**Think**

What can I do to secure the child's safety and/or to mitigate the risk?

Whose support do I need? When do I need to take action?

A**Act**

My actions with the safeguarding team will directly secure the child's safety and mitigate risks.

R**Reflect**

Have I acted to secure the child's safety and/or mitigated the risk?

Is there more I need to do?

Have I recorded what has happened accurately, factually and promptly?

What did I learn from this experience?

What might the GFM through the safeguarding team learn through this experience?

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by the Hampshire Safeguarding Children partnership.

This policy is also based on the following legislation:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). The GFM carefully considers how we are supporting children or students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children or students (where we can show it's proportionate). This includes making reasonable adjustments for disabled children or students.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to recognise child or students who may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination in order to mitigate risk to well-being or learning.

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

4. Definitions

Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

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

(further details in Appendix 1)

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

Children include everyone under the age of 18.

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

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms.

We think carefully about what terminology we use (especially in front of children) and decide what is appropriate and which terms to use on a case-by-case basis.

5. Equality statement

We recognise, give careful consideration and the protection to children that have an increased risk of abuse, and/or additional barriers with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We give special consideration to children who:

- have special educational needs (SEN) or disabilities or health conditions (see section 10)
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after (see section 12)
- are missing from education
- whose parent/carer has expressed an intention to remove them from school to be home educated.

6. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all GFM staff, volunteers and trustees and is consistent with the procedures of the Hampshire Safeguarding Children Partnership. Our policy and procedures also apply to community and off-site activities.

The GFM takes seriously the crucial role it plays in preventative education and our policies and curricula sets out to prepare young people for life in modern Britain, and a culture of zero tolerance of sexism or racism, of misogyny/misandry, homophobia, biphobia and sexual violence/harassment. Policies on Behaviour, Inclusion and SEND, Relationships, Sex and Health Education drive an inclusive curriculum and culture that tackles issues such as:

- societal norms and expectations
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship (including coercive and controlling behaviour)
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- what constitutes sexual harassment and sexual violence and why they're always unacceptable.

6.1 All staff

All GFM staff, volunteers and trustees are expected to engage with, and consider their learning from part 1 and Annex B of KCSIE 2022, and to use KCSIE for reference as required. All staff are expected to confirm their engagement at the start of the academic year, and to engage in further learning and development with safeguarding throughout the year. The focus includes:

- the CPOM system and our systems around safeguarding and child protection
- key staff including the DSL (designated safeguarding lead) and each of their teams on the school sites and across the GFM
- fully engaging with the safeguarding culture of the GFM, how to support and follow this
- different types of abuse and neglect, risk in home and beyond, identifying children in need of help and protection,

- specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence, county lines
- how policies such as behaviour and inclusion support our safeguarding culture
- online safety - for self, children and students, families
- the link between attendance and safeguarding (particularly concerns with absenteeism and children missing from education)
- partnership working between the GFM and other key agencies in support of children and families such as Early Help Hub, common assessment framework, children's service/social care, and the role staff are expected to play, the role of the DSL and teams
- the purpose of not promising confidentiality, the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- the fact that children who are (or who perceive themselves to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- the importance of communicating with parents and carers about risks and mitigating risk
- being an emotionally available adult, providing safe spaces for children or groups of children and students to speak out, and to share their concerns.

6.2 The designated safeguarding lead (DSL)

There is a nominated DSL in each GFM school who takes lead responsibility for child protection and wider safeguarding in each GFM school or provision.

Each DSL is supported by an executive DSL, and a team of colleagues with additional training in child protection and safeguarding.

During term time, each DSL is available during school hours for staff to discuss any safeguarding concerns, with Executive DSLs available to be contacted out of school hours if necessary.

The GFM safeguarding teams provide support to DSLs in the different school settings. Deputy DSLs and colleagues from across the GFM safeguarding team provide support and cover in the event of a DSL being absent.

Each GFM DSL is provided with annual DSL training, and learning and development throughout the Academic year including individual and team opportunities, opportunities online and off site and access to formal and informal supervision. Each DSL is provided with time and appropriate funding to acknowledge the accountabilities that they take on which includes:

- providing leadership for safeguarding teams in their management of child welfare, child protection and safeguarding, and their support of staff
- providing advice and support to other staff on child welfare and child protection matters

- taking part in strategy discussions and inter-agency meetings and/or support other staff to do so
- contributing and facilitating assessment of children and young people that secures their safety as a priority
- referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- having a sound understanding of all aspects of KCSIE
- having good understanding of harmful sexual behaviour and supports the GFM strategy in response to the Ofsted report on the nature and extent of abuse in schools
- takes an active role in supporting all staff in their learning and development around all aspects of safeguarding.

Each DSL:

- liaises closely with the Executive Headteacher DSL, and the named head teachers as appropriate
- liaises with local authority case managers and designated officers for child protection concerns as appropriate
- with the wider team drives the local response to sexual violence and sexual harassment, including liaison with with police and local authority children's social care colleagues
- Is an active learners ensuring theta re up to date and confident with all aspects of KCSIE, knowing what support and is available and how to access it - particularly local specialist support for children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment
- be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

6.3 The Board of Trustees

Trustees will:

- facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Executive to account for its implementation
- be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and Hampshire's local multi-agency safeguarding arrangements

- appoint a Trustee with responsibility for safeguarding to monitor the effectiveness of this policy in conjunction with the Board and to hold the Executive DSLs to account for the effective implementation of this policy.

Trustees will make sure:

- each GFM school has procedures to manage any safeguarding concerns (no matter how small)
- each GFM school has procedures for managing allegations that meet the harms threshold or do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors; appendix 2)
- The Chair of the Board, or the Trustee with responsibility for safeguarding will act as the ‘case manager’ in the event that an allegation of abuse is made against the CEO or a member of Executive, where appropriate (Appendix 2)
- DSLs and Executive DSLs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- that this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- online safety is a running and interrelated theme within and across each school in the Trust profiled through safeguarding and related policies
- the leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on roll in GFM school):
 - seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

All trustees have at least annual safeguarding training, and will read Keeping Children Safe in Education in its entirety.

6.4 GFM headteachers and Executive headteachers

The Executive and headteachers are responsible for the implementation of this policy.

This includes ensuring that staff (including temporary staff) and volunteers:

- understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- receive updated information and training around the systems which support safeguarding, including this policy.

The Executive and Headteachers are responsible for:

- communicating this policy to parents/carers when their child joins the school and via the school website
- ensuring that each DSL has appropriate time, funding, training and resources, that there is always adequate cover if the DSL is absent and that the safeguarding team are provided with support and supervision (as appropriate)
- ensuring all new staff have thorough safeguarding induction
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Managing allegations against a member of staff policy)
- making decisions in liaison with the DSL and /or Executive DSLs regarding all low-level concerns
- Liaison and engagement with Virtual school heads (as appropriate) where they have non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of child or students with a social worker and supporting their role in identifying and engaging with key professionals, in support of the child.

7. Confidentiality

GFM schools follow data protection principles in its approach to sharing safeguarding information:

- necessary and proportionate – considering how much information is to be released and to whom
- processed in a transparent manner – being transparent with the individual that their information has been shared (whether consent is sought or not), unless doing so could create or increase the risk of harm
- relevant – considering what's relevant for safeguarding purposes
- adequate – making sure the information is of the right quality so it can be understood and relied upon

- accurate – making sure the information is up to date, clearly distinguishing between fact and opinion, and explaining if the information is historical
- timely – considering the urgency with which information needs to be shared (which will usually be as early as possible)
- secure – wherever possible, sharing the information in an appropriate and secure way
- recorded – information sharing decisions should be recorded, including reasons for or not for, sharing, what's been shared and with whom.
- The GFM retains information in line with child protection records retention guidance.

Fears about sharing information do not stand in the way of the need to promote the welfare, and protect the safety, of children and when appropriate the DSL will support decision making about information sharing, to balance the victim's wishes against our duty to protect the victim and other children, considering that:

- parents or carers should normally be informed
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- rape, assault by penetration and sexual assault are crimes thus reports of this this should be referred to the police.

GFM schools support staff in following these principles with anonymity:

- awareness of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- if staff are in any doubt about sharing information, they should speak to one of the members of the safeguarding team.

8. Recognising abuse and taking action

Staff, volunteers and Trustees must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL and/or one of the designated safeguarding team”.

8.1 If a child is suffering or likely to suffer harm, or in immediate danger

If you believe a child is suffering or likely to suffer from harm, or in immediate danger, refer your concerns to the DSL or safeguarding team immediately to ensure that they can make a referral to children's social care and/or the police.

Anyone can make a referral, however we strongly advise this is done through the safeguarding team. If staff need to act immediately, they will tell the DSL as soon as possible.

The DSL will consider the best course of action for the situation and will take advice from when to call the police in cases that require external support.

Local procedures for making a referral, as per the arrangements put in place by the 3 safeguarding partners, are available here:

- <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/childprotection/mash>
- <https://www.gov.uk/report-child-abuse-to-local-council>

8.2 If a child makes a disclosure to you

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

- listen to and hear them, allow them time to talk freely and do not ask leading questions
- stay calm and do not show that you are shocked or upset
- tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- explain what will happen next and that you will have to pass this information on, do not promise to keep it a secret
- write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

8.3 If you discover that FGM has taken place or a student is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 2 of this policy.

Any member of staff who either:

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

Must immediately report this to the police, personally. This is a mandatory statutory duty.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student **under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

8.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Speak to the DSL or one of the safeguarding teams first to agree a course of action.

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

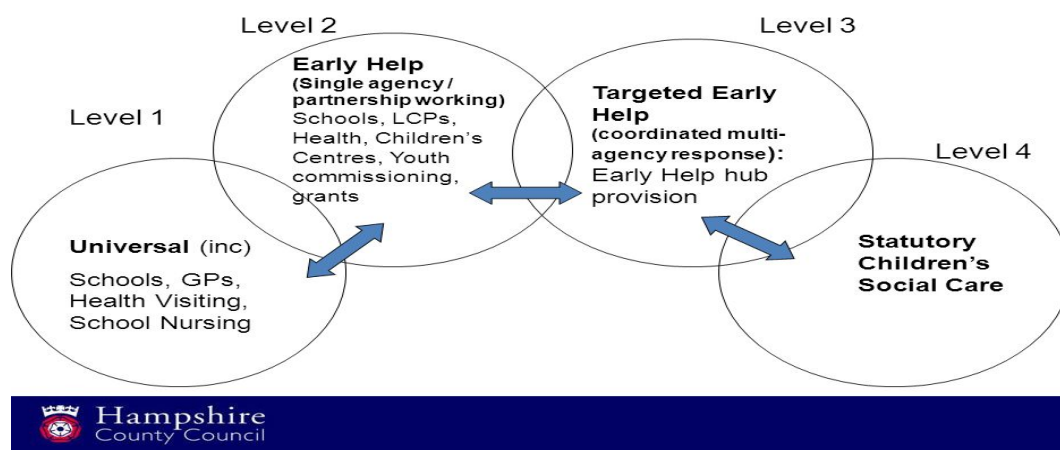
In the unlikely event of having to act without the support of the safeguarding team, you must share details of any actions you take with the DSL as soon as practically possible.

Early help

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

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

The Hampshire Early Help model



Referral

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

If you make a referral directly, you must tell the DSL as soon as possible.

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

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

In the GFM, all referrals are managed through the trained DSL team.

8.5 If you have concerns about extremism

Staff should refer any concerns around extremism to the DSL who will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Trustees can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

The DSL and safeguarding team will in an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terrorist-related.

8.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is not also a safeguarding concern, speak to the team of safeguarding leads to decide upon a course of action.

Primary Phase

Specific training on 'spotting the signs' around mental health has been provided to staff. Specific training and support is provided given the unique situation children and families face post lockdown and as a result of the global pandemic and the potential additional impact on a person's mental health. We use ImpactEd to help monitor individuals.

We have measures in place to support learners with their mental health. These range from in-house assemblies, PSHE curriculum learning, nurture sessions and ELSA to CAMHS and other agency. We also refer directly to CAMHS when appropriate.

Secondary Phase

Specific training on 'spotting the signs' around mental health has been provided to staff. Specific training and support is provided given the unique situation children and families face post lockdown and as a result of the global pandemic and the potential additional impact on a person's mental health.

We have measures in place to support learners with their mental health. These range from apps and online resources from CAMHS and other agencies, assemblies and curriculum content, face to face intervention from our ELSA team and MHST referral process. We also refer directly to CAMHS when appropriate.

8.7 Concerns about a staff member, supply teacher, volunteer or contractor

If GFM staff have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) please refer to: **GFM Procedure for managing allegations against a member of staff**

Where GFM staff believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to a member of Executive, the Chair of the Board or Trustee (with responsibility for safeguarding) they report it directly to the local authority designated officer (LADO).

8.8 Allegations of abuse made against other child or students

GFM schools set out to create supportive environments in school to minimise the risk of child-on-child abuse.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children or students.

We also recognise the gendered nature of child-on-child abuse.

All child-on-child abuse is unacceptable and is taken seriously in GFM schools.

Most cases of child or students hurting other children or students will be dealt with under the GFM’s behaviour policy. This safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

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

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

Primary Phase

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. We recognise that children are capable of abusing their peers and this will be dealt with. 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.

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) 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).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

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.

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)

See Appendix 2 for more information about child-on-child abuse.

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

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

- You must record the allegation and tell one of the safeguarding team, but do not investigate it
- The Safeguarding team along with the DSL will assess the context and take the appropriate action. This maybe contacting the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL with the appropriate staff agree support and action with and for the victim and if necessary their family.
- The DSL with appropriate staff will agree an educative approach and appropriate action for the perpetrator and their family (in almost all cases) and this includes follow up .
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Our peer on peer abuse initiative seeks to recognise the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify patterns of behaviour that can be a ‘one off’, or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those students who most need support whilst dealing with those whose behaviours need to be challenged.

To minimise the risk of child-on-child abuse as a phase we:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images and recognise this is an ongoing training need for staff and students

Are vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate students about appropriate behaviour and consent

Ensure students are able to easily and confidently report abuse using our reporting systems

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the Safeguarding team if they have any concerns

8.9 Sharing of nudes and semi-nudes (‘sexting’)

Staff across the GFM are trained to be aware of, and manage incidents where there are concerns that ‘sexting’ has taken place.

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

Staff must not:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)

- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting

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

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

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

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

- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the School's Executive and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

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

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

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting the police community support officer, dialling 101 or dialling 999 depending on the severity of the incident.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

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

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- students also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

8.9 Reporting systems for our child or students

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

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback
- students can report safeguarding concerns in a number of ways. They can self-report using the student intranet where they have the option to report acts of unkindness and personal worries that they might have or concerns about their peers. students have the opportunity to attend support sessions called a 'listening ear' that are run by our ELSA team alongside year group lunch groups, young carers groups and our school pastors. students can also talk to their tutor or any member of staff who will then share the concerns using the safeguarding disclosure forms..

- students are made aware of these systems via assemblies, the tutor programme and the PSHRE curriculum.
- students will not be promised confidentiality, staff will reassure children that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse

9. Online safety and the use of mobile technology

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

To address this, the GFM:

- Has processes in place to ensure the online safety of students, staff, volunteers and Trustees
- Educates the GFM community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Sets clear guidelines for the use of mobile phones
- Establishes clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

9.1 The 4 key categories of online safety risk

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

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we have OnlineSafetyUK working with the GFM to raise awareness and educate our learners, staff, parents and Trustees by:

- Educating students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Training staff, (ongoing as well as induction,) on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educating parents/carers about online safety via our website, communications sent directly to them and during parents' evenings and events. We will also share clear procedures with them so they know how to raise concerns about online safety
- Making sure staff are aware of potential risk regarding to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use and are encouraged to limit use to time when students are not present
 - Protocols around pictures or recordings of students on school or personal phones or cameras
- Ensuring all students, parents/carers, staff, volunteers and Trustees are aware of the acceptable use of the internet in school, use of the GFM's ICT systems and use of their mobile and smart technology
- Making sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Putting in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the GFM's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

10. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

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

11. Students with special educational needs, disabilities or health issues

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

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

We offer extra pastoral support for these students. This includes:

- Assigning a mentor from the learning support team who will meet with the student on a regular basis to check on their wellbeing and progress.
- Access to structured break and lunch time activities run by the learning support team.
- Completion of student passport to increase student voice and to ensure staff are aware of student's strengths and areas of concern.
- Completion of diagnostic hub assessment tools to ensure appropriate provision and support is in place.
- Placement onto intervention programs to help develop with either their communication and interaction skills or social, emotional and mental health skills.
- Referrals to relevant outside agents to explore further support.

- Please refer to SEND policy for full details of supportive provision available.

10. Students with a social worker

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

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

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

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

11. Looked-after and previously looked-after children

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

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

We have appointed designated teachers in each school and phase, who are responsible for promoting the educational achievement of looked-after children and previously looked-after children. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

12. Complaints and concerns about school safeguarding policies

12.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

12.2 Other complaints

The GFM has a Complaints Policy that can be found on the individual school's website.

12.3 Whistle-blowing

The GFM has a Whistle-blowing Policy (available through the GFM Policy folder.)

13. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

As an organisation we use Google to store all electronic files. This is password protected. Paper copies of safeguarding files are locked away on the school site. Any archived files are stored securely. Access to any files needs to be requested by the DSL or one of the executive head teachers. Information is shared with external agencies when necessary and appropriate, ensuring that we follow GDPR procedures.

14. Training

14.1 All staff

All staff undertake safeguarding and child protection training at induction, annually and ongoing, including on whistle-blowing procedures and online safety. Training is to ensure staff understand the GFM's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

Training is regularly updated and is:

- integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- in line with advice from safeguarding partners and the NSPCC

- Considers the Teachers' Standards to support the expectation that all teachers:
 - manage behaviour effectively to ensure a good and safe environment
 - have a clear understanding of the needs of all pupils.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will receive regular safeguarding and child protection updates, including on online safety, as part of their ongoing learning and development. The GFM provides annual, formal training for safeguarding and child protection, with additional training throughout the academic year. (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

14.2 The DSL and deputies

The DSL and deputies undertake child protection and safeguarding training at least yearly. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

14.3 The Board, Trustee and Schooling Scrutiny and Advisory groups

All GFM volunteers/supporters receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

The linked safeguarding Trustee may be required to act as the 'case manager' in the event that an allegation of abuse is made against the School's Executive, they receive training in managing allegations for this purpose.

14.4 Recruitment – interview panels

All managers leading a panel have annual safer recruitment training, it is a GFM requirement for at least two managers (in receipt of safer recruitment training) are engaged in the recruitment process.

The GFM Safer Recruitment policy informs practice and staff training and development.

15. Monitoring arrangements

This policy will be reviewed **annually** by the Executive and the Board. At every review, it will be approved by the Trustees.

16. Links with other policies

This policy links to the following policies and procedures:

- Managing allegations against a member of staff
- Safer recruitment
- Behaviour
- GFM code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistle-blowing
- Anti-bullying
- IT acceptable use

Appendix 1: types of abuse

Abuse

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

Physical abuse

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

Emotional abuse

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

Emotional abuse may involve:

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

Sexual abuse

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

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

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

Neglect

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

Appendix 2: specific safeguarding issues

Children missing from education

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

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

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

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

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

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

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

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

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

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

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

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

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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

Section 7.3 of KCSIE sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM summarised here.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
- Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSL will:

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

Preventing radicalisation

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

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

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

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

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a student, they will discuss their concerns with the DSL. Staff should **always** take action if they are worried.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

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

Where children abuse their peers online, this can take the form of, for example, 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 don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will speak to the DSL.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will talk to the DSL.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence 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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL.