

Child Protection and Safeguarding



2023/24



Child Protection and Safeguarding Policy

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Governing Body Approved:	20 th September 2023
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Child protection and safeguarding policy

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Safeguarding support for families in Southampton

Reviewed by:

Designated Safeguarding Lead: Ian Creswell
Date: September 2023

Deputy Designated Safeguarding Lead: Michelle Stocker

Date: September 2023

Deputy Designated Safeguarding Lead: Rhys Fehners

Date: September 2023

Headteacher: Harry Kutty

Date: September 2023

Nominated Governor: Glynis Alexander

Date: September 2023

Policy statement and principals

This policy is one of a series in the school's integrated safeguarding portfolio.

The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

This policy is available on the school website, distributed to all staff and included in the new staff induction pack.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Southampton Safeguarding Children Partnership (SSCP - Local Safeguarding Children's Board).

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support
- To take into account the wishes of the child when dealing with all safeguarding concerns, however, this will not be done if by doing so the child is put at greater risk of harm.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities

- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

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

Acronyms

SSCP: Southampton Safeguarding Children Partnership.

DDSL: Deputy Designated Safeguarding Lead

DSL: Designated Safeguarding Lead

CRS: Children's Resource Service

PSHE: Personal, Social & Health Education

SRE: Sex & Relationships Education

DBS: Disclosure and Barring Service

FGM: Female Genital Mutilation

SMCS: Spiritual, moral, social and cultural education

NSPCC: National Society for the Prevention of Cruelty to Children

Safeguarding legislation and guidance

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance **Working Together to Safeguard Children July 2018** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools. **All staff must read Working Together to Safeguard Children 2018 staff can find a copy on the staff Intranet.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

- The statutory guidance **Keeping Children Safe in Education September 2023** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- **All staff must read Part One including Annex - Further Information of Keeping Children Safe in Education September 2023 and staff can find a copy on the staff Intranet.**
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161275/Keeping_children_safe_in_education_2023_part_one.pdf
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action a copy of this document is available in the Staff Room and via the Human Resources team.**

Further information on Southampton's LSCB policy and procedures - <http://southamptonlscb.co.uk/professionals/policies-and-guidance/>

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns

Roles and responsibilities

Key personnel

The Designated Safeguarding Lead (DSL) is Ian Creswell

Contact details: email: ian.creswell@cantell.co.uk tel: 02380 323111

The Deputy Designated Safeguarding Lead (DDSL) is Michelle Stocker and Rhys Fehners

Contact details: email: michelle.stocker@cantell.co.uk rhys.fehners@cantell.co.uk tel: 02380 323111

The nominated Child Protection Governor is Glynis Alexander

Contact details: email: cantell.clerk@cantell.org.uk tel: 02380 516722

The Headteacher is Harry Kutty

Contact details: email: headspa@cantell.co.uk tel: 02380 516722

The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors regarding this
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training

- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- Has an understanding of the filtering and monitoring systems and processes in place.

The Deputy Designated Safeguarding Lead(s):

Is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Governing Body:

Ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with SSCP and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the SSCP. The DSL receives refresher training every two years
- ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy
- ensures that the school contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum
- Has the relevant Filtering and Monitoring standards in place.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and SSCP and national guidance.

An annual report will be submitted, as required, to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such

- concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- School leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSL/DDSL, or, if necessary directly to police or the local authority children's social care
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media.
- read "part one" and "Annex- Further Information" of Keeping Children Safe in Education"
- deal with any bullying incidents that may occur, reporting them to the Anti-Bullying Officer
- behave in accordance with our Staff conduct policy

Safeguarding information for all staff

Schools are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, **all** practitioners should make sure their approach is child-centred.

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.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing the 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; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school’s Staff Behaviour Policy/Code of Conduct sets out our expectations of staff and is available to all staff members in the Employment Handbook.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Absence and missing children

Attendance, absence and exclusions are closely monitored. A child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. The DSL and DDSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. Early intervention is necessary to identify any underlying safeguarding risks and to help prevent future missing episodes.

The distinction between children being absent and children missing education is clarified within the below guidance documents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code, which can be found within the HR section on the school intranet, enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the head teacher should be reported to the chair of governors.

Staff may also report their concerns directly to the local authority children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:

- this should be referred to the headteacher via a Staff Safeguarding concern form and emailed to head@cantell.co.uk
- where there are concerns/allegations about the headteacher, this should be referred to the Nominated Child Protection Governor, Glynis Alexander cantell.clerk@cantell.org.uk
- Should the Nominated Child Protection Governor not be available, advice should be sought from the Local Authority Designated Officer (LADO) email – LADO@southampton.gov.uk or telephone 02380 915535.

- if staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) **that does not meet the harm threshold**, a Staff Safeguarding concern form must be completed and emailed to safeguarding@cantell.co.uk

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education 2023* and in the school's Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

All staff, including Governors, will receive appropriate safeguarding and child protection training (including online safety) at induction to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. The training will also include the school's child protection policy and staff code of conduct policy, reporting and recording arrangements, details for the DSL and DDSL and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring on school devices and school networks.

All staff should feel comfortable to discuss matters with the DSL and DDSL both within, and where it is appropriate, outside of the workplace (including online) which may have implications for the safeguarding of children.

All staff, including Governor, will receive safeguarding and child protection (including online safety) updates (for example, via email and staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All staff, including the headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated and the DSL and DDSL will receive training annually including training in inter-agency procedures.

Supply staff and other visiting staff will be given the school's Safeguarding procedures within the staff pack.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in *Keeping Children Safe in Education September 2023* together with Southampton City Council's SSCP and the school's Staff Recruitment policy and procedures, which can be found on the school website.

Safer recruitment means that applicants will:

- complete a CV alongside their application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity

- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

As part of the shortlisting process, we will carry out an online search as part of due diligence for shortlisted candidates. Any incidents or issues will be explored with the candidate at interview.

At least one member of each recruitment panel will have attended safer recruitment training within the last 3 years.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy, staff behaviour policy and Part One of Keeping Children Safe in Education, September 2023 including Annex Further Information.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education 2023.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

As part of the PFI arrangement, Miete checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Any allegation relating to an incident that happened when an individual or organisation using our premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities) will be followed up by DSL/DDSL in line with our safeguarding procedures, including informing the LADO. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and that the requirements of Keeping Children Safe in out-of-school settings are met by the provider.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>

Health and Safety

The site, the equipment and the activities carried out as part of the curriculum, will comply with the Health and Safety at Work Act 1974 and regulations made under that Act.

All risks will be assessed and recorded plans of how to manage the risk are in place. The plans will always take a common sense and proportionate approach to allow activities to be safer rather than preventing them from taking place.

The government has produced advice to support with health and safety:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Relationships and Sex Education and Health Education (RSHE)

Cantell students will be taught as part of the curriculum how to keep themselves and others safe, including online. Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEN or disabilities.

Relevant topics will be included within RSHE. Schools play a crucial role in preventative education, most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. Cantell School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This will tackle age-appropriate stages issues such as:

- healthy and respectful relationships;
- boundaries and consent;
- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour based violence such as forced marriage and FGM, and how to access support and;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

Categories of abuse

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a

family or in an institutional or community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue, please see section Sexual Violence / Sexual Harassment.

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, for example, 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.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and /or videos can be signs that children are at risk. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B, Keeping Children Safe in Education 2023.

Definitions taken from *Keeping Children Safe in Education September 2023* update.

Indicators of abuse and neglect

All staff should be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early indication of abuse and neglect so that staff are able to identify cases of children who may be in need of help and protection.

Staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal serious youth violence, county lines and radicalisation.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL/DDSL to decide how to proceed. Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL by completing a Safeguarding Concern Form, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the **Safeguarding Concern Form** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should complete the Safeguarding Concerns Form and pass to the DSL.

If a pupil discloses to you

All staff should be able to reassure victims 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 **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have

threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. This is the point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL/DDSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Safeguarding Concern Form and hand it to the designated person
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the local authority children’s social care.

Referral to local authority children’s social care (CRS – Children’s Resource Service)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under Section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering from, or is likely to suffer harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect.

Any member of staff can make a referral to the local authority children's social care (CRS) if they are concerned about a pupil. In order to ensure simplicity and point of contact for external agencies, it is Cantell School's policy that the DSL will make a referral to the CRS if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

In the unlikely event that the DSL or DDSL is not available and you need to make an urgent referral to the CRS, advice can be sought by calling; **02380 832300**. It is likely you will then need to follow up your concerns in writing by making a referral;

<https://scccrportal.southampton.gov.uk/services/request-childrens-resource-service>

Further advice on safeguarding and support services can be found within the Southampton Children and Young People's Pathway document; <https://www.southampton.gov.uk/media/owofelhk/152-53-pathway-document-8.pdf>

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents have access to a copy of the procedures on the school website, and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSL/DDSL will consider implementing child protection procedures.

Children with Special Educational Needs and Disabilities (SEND) or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in the group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudiced-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionality impacted by behaviours such as bullying, without outwardly showing signs and;
- communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and are never acceptable. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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. 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 embarrassed or ashamed for making a report. Victims should be protected, offered appropriate support and every effort made to ensure that their education is not disrupted.

Along with providing support to children who are victims of sexual violence or sexual harassment, the alleged perpetrator(s) need to be provided an education, safeguarding support as appropriate and any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of school.

Other children and staff should also be supported and protected as appropriate.

Sexual violence and sexual abuse can happen anywhere, staff should maintain the attitude of **“it could happen here”**. All reports and concerns must be responded to appropriately, including those outside of school, and or online.

Staff must be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them; and
- not recognising, acknowledging or understanding the scale of harassment and abuse as it can lead to culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. 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 SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulty overcoming these barriers.

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm.

However children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Cantell LGBT students will be provided with a safe space for them to speak out or share their concerns with a member of staff.

LGBT inclusion is a part of the statutory RSHE curriculum.

Sexual Violence

It is important that we are aware of sexual violence and that fact children can, and sometimes do, abuse their peers in this way and that is **can** happen both inside and outside of school.

When referring to sexual violence guidance is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent

Full definitions can be found within Keeping Children Safe in Education 2023.

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.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

Sexual harassment

Sexual harassment is referred to as “unwanted conduct of a sexual nature” that can occur online and offline and both inside and outside of school. 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. Sexual harassment, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Although not 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 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: consensual and non-consensual sharing of nude and semi-nude images and videos (taking and sharing nude photographs of U18’s is a criminal offence), sharing of unwanted explicit content, sexualised on-line bullying, unwanted sexual comments and messages, including, on social media and sexual exploitation; coercion and threats;
- Up skirting (is a criminal offence).

Harmful sexual behaviour

Children’s sexual behaviour exists from normal and developmentally expected to inappropriate,

problematic, abusive and violent. Problematic, abuse and violent sexual behaviour is developmentally inappropriate and may cause developmental damage; umbrella term is “harmful sexual behaviour” (HSB). HSB can occur online and/or face to face and can also occur simultaneously between the two.

Development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example if the older child is disabled or smaller in stature.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important they are offered appropriate support.

Initial response to a report from a child is important and 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 be made to feel ashamed for making a report. As with all safeguarding concerns, it is important that in such instances staff should take appropriate action in accordance with this Child Protection policy.

Where there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The DSL will engage with CRS and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator(s) is likely to be extremely distressing. Whilst facts are established and the relevant agencies are contacted, the alleged perpetrator(s) should be removed from any classes they share with the victim. Consideration will then be given on how to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after-school based activities) and on transport to and from school, where appropriate. These actions are in the best interest of all children involved and should not be perceived as judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing premises and school transport, will be considered immediately.

Unsubstantiated, unfounded, false or malicious reports will be assessed by the DSL as to whether there is a pattern of concerning, problematic or inappropriate behaviour. The child/and or person who has made the allegation may be in need of help or may have been abused by someone else and this is a cry for help. A referral to CRS may be the appropriate action taken. Disciplinary action may also be appropriate, in line with the behaviour policy, for deliberately invented or malicious reports.

The full guidance on Sexual Violence and Sexual harassment between children in schools can be found within Keeping Children Safe in Education 2023 . This document also includes the four likely scenarios to consider when managing reports of sexual violence and/or sexual harassment:

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school or online. All staff should be clear

on the Cantell policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Staff must be aware of the importance of:

- making clear that there is a zero-tolerance approach to child on child abuse and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Having a “it could happen here” approach

Abusive behaviour can happen to pupils in schools and settings it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention may be put in place to reduce further risk of harm. All staff should understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL or DDSL.

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

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children (sometimes known as “teenage relationship abuse”);
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Different forms of harms overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (money, gifts, etc) and /or will be to the financial benefit or other advantage of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation.

The school includes the risks of criminal and sexual exploitation in the PSHE and SRE curriculum. A common feature of exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of child criminal and sexual exploitation and all concerns are reported immediately to the DSL/DDSL. Some of the following signs may be indicators:

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Additional specific indicators that may be present in CSE are:

- Children who have older boyfriends or girlfriends
- Children who suffer sexually transmitted infections or become pregnant

Further information on Criminal and Child Sexual Exploitation be found here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phones lines or other form of "deal line". This can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children are increasingly being targeted and recruited online using social media. A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators of involvement in county lines are children who:

- Go missing and subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- Are exposed to techniques such as “plugging”, where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a “trap house” or cuckooing” or hotel room where there is drug activity;
- Owe a “debt bond” to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon education staff 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 may face disciplinary sanctions. It will be rare for staff to see visual evidence, and you should not be examining students. Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, staff will inform the Designated Safeguarding Lead who will report it as with any other child protection concern.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to access the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME (Been Missing in Education) child, has recently arrived back from a “holiday” abroad or a period of absence from school, seems to be in pain and has not been taken by her family to a GP, you should consider FGM, alongside other possible explanations. Further information on FGM can be found here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Breast Ironing

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing, also known as breast flattening, is the process whereby young pubescent girls are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely.

Breast ironing is a harmful cultural practice and is child abuse. Indicators may include; unusual behaviour after an absence including depression, anxiety, aggression, withdrawn etc; reluctance in undergoing normal medical examinations; some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear; fear of changing for physical activities due to scars showing or bandages being visible.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

Further information on Forced Marriage can be found here:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/>

Honour Based Abuse

Honour Based Abuse (HBA) is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from FGM, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a young person is at risk from HBA, concerns will be reported to the appropriate agency in order to prevent this form of abuse taking place.

Further information on Honour Based Violence can be found here:

<http://www.hampshiresab.org.uk/wp-content/uploads/PAN-Hampshire-HBV-Multi-Agency-Guidance.pdf>

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including; sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Where it is suspected that a young person is at risk, concerns will be reported to the appropriate agency.

Further information on Child Trafficking can be found here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>

Child Abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Abduction could be committed by parents or other family members; by people known to the victim and by strangers. Community safety incidents in the vicinity of school can raise concerns amongst students and parents, for example, people loitering nearby or unknown adults engaging children in conversation. It is imperative that all staff are vigilant whilst on duty and any concerns are reported following our safeguarding procedures.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. Cyber-dependent (crimes that can be committed only by using a computer) crimes include;

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

The government defines extremism as vocal or active opposition to 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. In addition, radicalisation can occur through many different methods and settings, such as social media or the internet. It is possible to protect children from extremist ideology and intervene to those at risk of being radicalised. Staff should be alert to changes in students behaviour and use judgement in identifying children who might be at risk and act appropriately by completing a Safeguarding Concern form.

The Prevent Duty under the Counter Terrorism and Security Act 2015 requires all staff to have “due regard to the need to prevent people from being drawn into terrorism”. If staff have a concern about a child in relation to extremism or radicalisation, immediate action **must** be taken and, staff must complete a Safeguarding Concern form. The DSL will liaise with the relevant agencies and take the necessary action required.

Prevent Duty guidance can be found here:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Further support to help staff safeguard students from radicalisation and extremism can be found here:

[Prevent Flowchart and vulnerability awareness 2021.docx](https://educateagainsthate.com/Prevent%20Flowchart%20and%20vulnerability%20awareness%202021.docx)
<https://educateagainsthate.com/>

Channel is a voluntary, confidential support programme which focus on providing support at an early stage for those identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will meet to discuss the referral and determine if the individual is at risk of being drawn into terrorism and what support should be provided. Consent will be required before any support delivered through the programme is provided.

Trigger Trio

The term Trigger Trio has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent in April 2021. The Act introduces the first every statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The definition of Domestic Abuse ensures that different types of relationships are captured, including ex-partners and family members. It also captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

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

Types of domestic abuse include intimate partner violence, abuse by family members teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim and domestic abuse can take place inside or outside of the home.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse; psychological, physical, sexual, financial, emotional.

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

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

Children witnessing domestic abuse **are** recognised as “significant harm” in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living with domestic abuse include; withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, problems sleeping, eating disorders, wets the bed, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm and thoughts about suicide.

If staff believe that a child is living with domestic abuse, this must be reported to the DSL for a referral to be considered to the local authority children’s social care.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. A range of advice to help identify children in need of extra mental health support is available. Concerns about a child that is also a safeguarding concern should be raised immediately via an internal safeguarding concern form.

Serious Violence

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

Substance Misuse Including Alcohol and Drugs

The misuse of drugs not only damages individual drug takers directly but also impacts on many others, such as their families and the wider community around them. For the user, drugs can cause underachievement, ill-health, even death, whilst families and friends can experience extreme stress and distress. Drug misuse is often associated with crime in the local community. It extends across socio-economic boundaries. Cantell School cannot afford to be complacent or to think our pupils are not at risk.

In the event of a student being discovered to be in possession of using, sharing or selling an illegal substance, psychoactive substance (formerly known as legal highs) or solvent intended for use as a

stimulant whilst on site, or involved in an activity organised by Cantell School, or on the way to or from school;

- The drug/solvent will be immediately confiscated.
- The student will be immediately withdrawn from associating with other students and the Designated Safeguarding Lead and Head Teacher will be informed.
- If the student is clearly suffering from the effects of the illegal substance or solvent, appropriate emergency care will be sought and parents will be contacted immediately.
- An investigation will be launched into the facts of the incident and the police may be informed that a drugs incident is under investigation.
- Whilst the investigation takes place, parents will be informed that their child is excluded whilst the matter is reviewed and they will be asked to collect their child. If the parent cannot be contacted and there is no immediate medical assistance required, the child will be expected to take their usual mode of transport home.

Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as facebook, twitter, MSN, tumblr, snapchat, Tik Tok and instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's e-safety policy, found on the school website, explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Link to Cantell Online-safety policy:

For more information on keeping your child safe on-line, please click here:

<https://ceop.police.uk/>

Filtering and Monitoring

In line with the Department for Education standards we will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without reasonably impacting teaching and learning.

- Have effective monitoring strategies in place that meet safeguarding needs.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Nudes and semi-nudes

Nudes and semi-nudes (previously known as Sexting) often refers to the sharing of naked or “nude” pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While this often takes place in a consensual relationship between young people, the use of nudes and semi-nude images in revenge following a relationship breakdown is becoming more and more commonplace. Nudes and semi-nudes can also be used as a form of sexual exploitation and take place between strangers. The school will use age appropriate educational material to raise awareness, promote safety and deal with pressure. Parents should be aware that they can come to the school for advice

Fabricated or induced illness

This is a rare form of child abuse where a parent, or carer, exaggerates or deliberately causes symptoms of illness in the child. There are three main ways that a carer could fabricate or induce illness in a child, these are not mutually exclusive and include:

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

Further information can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Voyeurism - “upskirting”

Placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

This applies equally whether males or females are wearing kilts, cassocks shorts or trousers.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL/DDSL and the school should notify the local authority of the circumstances.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

All concerns, discussions and decisions made, and the reasons for these decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved and;
- a note of any action taken, decisions reached and the outcome.

Safeguarding Concern Forms and other written confidential information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

The DSL/DDSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL/DDSL may share information *without* consent, and will record the reason for not obtaining consent.

The DSL/DDSL should ensure that a child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days for the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL/DDSL should ensure secure transit, an confirmation of receipt should be obtained, This should be transferred separately from the main pupil file. In addition, the DSL/DDSL should also consider if

it would be appropriate to share any information with the new school or college in advance of a child leaving.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher or DSL/DDSL.

The General Data Protection Regulations (GDPR) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request. Please contact a member of the Student Services team should you require a copy.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with the local authority children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Related safeguarding portfolio policies

- **Employee Handbook**
- **Staff behaviour/code of conduct**
- **Behaviour**
- **Complaints procedure**
- **Anti-Bullying**
- **Health and Safety**
- **Whistleblowing**
- **SEN**
- **E-Safety**
- **Prevent**

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

The designated teacher for looked after children and the DSL/DDSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed.

The designated teacher for Cantell School is Ian Creswell. The name of the Virtual School Head Teacher in Southampton is Maria Anderson.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education September 2023*. Andrew Paterson, Faculty Leader for IAG and Work Related Learning, is the schools representative for Work Experience.

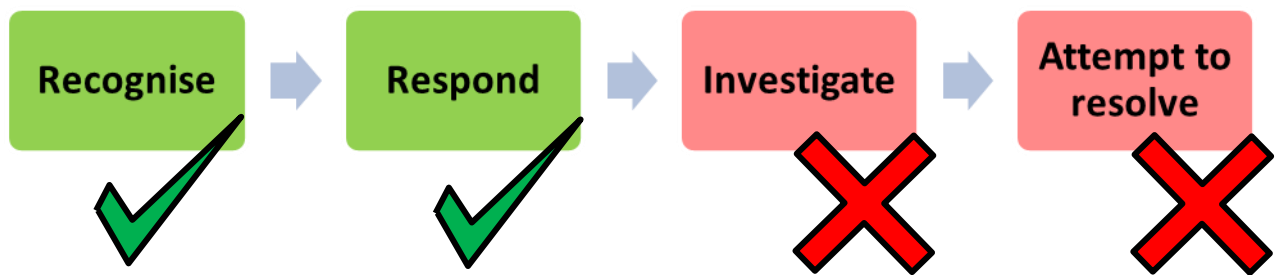
Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education September 2023*, to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

Appendix 1

Responsibilities for Child Protection and Safeguarding (basic guidance)



Recognise

Do:

- Be alert to possible indicators of abuse.
- If you are concerned you must act immediately.

Respond

Do:

- Pass information to the DSL/DDSL without delay.
- Make a written record of the concern as soon as possible and pass it to the DSL/DDSL.

Investigate

Do:

- Listen to a child who raises concerns.
- Talk to the child, gather basic facts.

Do not:

- conduct in depth questioning of a child, colleagues, parents or others who you suspect are involved
- physically examine children
- take photographs of injuries

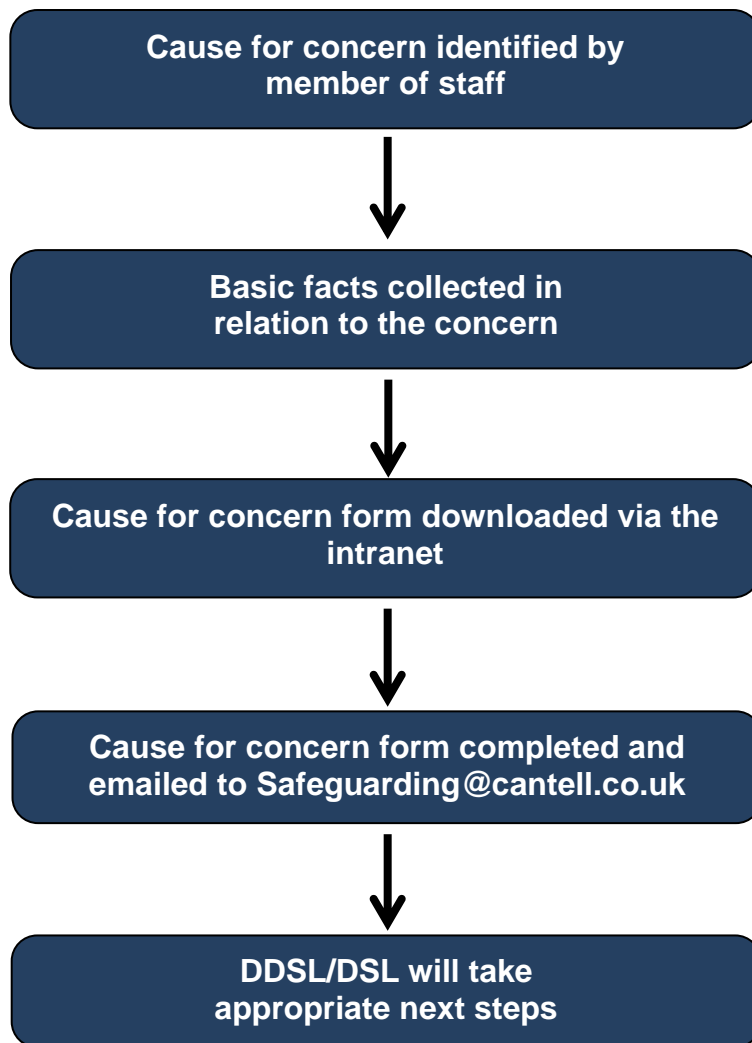
Attempt to Resolve

Do not:

- Make decisions about how you think the matter should be dealt with.
- Attempt to resolve the situation yourself.

Appendix 2

Cause for Concern procedure



Cause for Concern forms are available from:

The School Intranet Site

Cause for Concern form emailed to safeguarding@cantell.co.uk:

Designated Deputy Safeguarding Lead:

Michelle Stocker

Designated Safeguarding Lead:

Ian Creswell

Appendix 3

Managing Allegations against other pupils

DfE guidance keeping children safe in education (2023) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of child on child abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. DfE issued guidance in May 2018 “Sexual violence and sexual harassment between children in schools and colleges - GOV.UK It is recognised that this could happen and therefore the guidance will be followed.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim can be a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015) 21

At Cantell School 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 students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which effectively develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, and staff to raise concerns about pupils knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. They may include Sexual violence or sexual harassment. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

Is made against an older pupil and refers to their behaviour towards a younger pupil or where there may be a coercion/power imbalance, or a more vulnerable pupil

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student
- Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

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

Procedure:-

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to arrange for alternative education provision for a short period for either or both pupils as the allegation is an allegation and will need to be fully investigated
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Appendix 4

Brook sexual behaviours traffic light tool

Behaviours: age 9 to 13

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

<p>What is green behaviour? Green behaviours reflects safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours 9-13</p> <ul style="list-style-type: none"> • Solitary masturbation • Use of sexual language including swear and slang words • Having girl/boyfriends who are of the same, opposite or any gender • Interest in popular culture, e.g. fashion, music, media, online games, chatting online • Need for privacy • Consensual kissing, hugging, holding hands with peers 	<p>Amber behaviours 9-13</p> <ul style="list-style-type: none"> • Uncharacteristic and risk – related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing. • Verbal, physical or cyber/ virtual sexual bullying involving sexual aggression. • LGBT (lesbian, gay, bisexual, transgender) targeted bullying • Exhibitionism, e.g. flashing or mooning. • Giving out contact details online. • Viewing pornographic material. • Worrying about being pregnant or having STIs. 	<p>Red behaviours 9-13</p> <ul style="list-style-type: none"> • Exposing genitals or masturbating in public • Distributing naked or sexually provocative images of self or others • Sexually explicit talk with younger children • Sexual harassment • Arranging to meet with an online acquaintance in secret • Genital injury to self or others • Forcing other children of same age, younger or less able to take part in sexual activities • Sexual activity e.g. oral sex or intercourse • Presence of sexually transmitted infection (STI) • Evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia

Behaviours: age 13 to 17

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

<p>What is green behaviour? Green behaviours reflects safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours 13-17</p> <ul style="list-style-type: none"> • Solitary masturbation • Sexually explicit conversations with peers • Obscenities and jokes within the current cultural norm • Interest in erotica/ pornography • Use of internet/e-media to chat online • Having sexual or non-sexual relationships • Sexual activity including hugging, kissing, holding hands • Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability • Choosing not to be sexually active 	<p>Amber behaviours 13-17</p> <ul style="list-style-type: none"> • Accessing exploitative or violent pornography • Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress • Withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing • Concern about body image • Taking and sending naked or sexually provocative images of self or others • Single occurrence of peeping, exposing, mooning or obscene gestures • Giving out contact details online • Joining adult-only social networking sites and give false personal information • Arranging a face to face meeting with an online contact alone. 	<p>Red behaviours 13-17</p> <ul style="list-style-type: none"> • Exposing genitals or masturbating in public • Preoccupation with sex, which interferes with daily function • Sexual degradation/humiliation of self or others • Attempting/forcing others to expose genitals • Sexually aggressive/exploitative behaviour • Sexually explicit talk with younger children • Sexual harassment • Non-consensual sexual activity • Use of/acceptance of power and control in a sexual relationship • Genital injury to self or others • Sexual contact with others where there is a big difference in age or ability • Sexual activity with family members • Involvement in sexual exploitation and/or trafficking • Sexual contact with animals • Receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information
 Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.
 Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia

Appendix 5

Glossary

Terminology is complex and changing as services are reshaped. Key terms used in the NYSCB Procedures and NYSCB Practice Guidance are:

Term	Definition
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children. <i>(Definition provided by Working Together 2018)</i>
Accommodation	Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.
Achieving Best Evidence Interview	An investigations interview with a child who is a witness to a crime. "Achieving Best Evidence in Criminal Proceedings: Guidance for Vulnerable or Intimidated Witnesses" was issued jointly by key government departments led by the Home Office.
Allocated case	A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.
Assessment	The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g.,) CAF, Initial or Core or relate to a specific developmental need (e.g.,) health or education.
ASSET	A youth justice assessment tool comprising a main assessment, a serious harm risk assessment and a young person's self-assessment. It is used to assist in planning interventions and review progress and outcomes.
Care order	A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).
Child	Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Child in need	Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services:

	<p>a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority</p> <p>b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or</p> <p>c) They are disabled, and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they has been living.</p>
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. (<i>Definition provided by Working Together 2018</i>)
Child protection enquiry	<p>Where a local authority:</p> <p>(a) are informed that a child who lives, or is found, in their area</p> <p>(i) is the subject of a emergency protection order, or</p> <p>(ii) is in police protection; and</p> <p>(b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm.</p> <p>Section 47 of the Children Act 1989 gives the local authority children's social care a duty to enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
Child Sexual Exploitation (CSE)	The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.
Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection. (<i>Definition provided by Working Together 2018</i>)
Children perceived as 'different'	Research and anecdotal evidence indicates that children who may be perceived as 'different', e.g. disabled children, children from minority ethnic groups or cultures and children with differing sexual orientations, are more vulnerable to abuse. It is therefore vital that all agencies promote equality of opportunity and anti-discriminatory practice. Failure to do so may expose particular children to significant harm.
Common Assessment Framework (CAF)	The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England. The CAF is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.
Competent Authorities (CA)	<p>In the UK the two Competent Authorities are:</p> <ul style="list-style-type: none"> • The UK Human Trafficking Centre (UKHTC), which deals with referrals from the police, local authorities, and NGO's • The Home Office Immigration and Visas (UKVI), which deals with referrals identified as part of the immigration process, for example

	<p>where trafficking or modern slavery may be an issue as part of an asylum claim</p> <p>Once a referral has been made to a competent authority via the National Referral Mechanism, trained decision makers in the Competent Authority will assess and make a decision on whether an individual is a victim of trafficking or modern slavery. There are several steps in the process: In the UK the two Competent Authorities are:</p> <ul style="list-style-type: none"> • The UK Human Trafficking Centre (UKHTC), which deals with referrals from the police, local authorities, and NGO's • The Home Office Immigration and Visas (UKVI), which deals with referrals identified as part of the immigration process, for example where trafficking or modern slavery may be an issue as part of an asylum claim <p>Once a referral has been made, trained decision makers in the Competent Authority will assess and make a decision on whether an individual is a victim of trafficking or modern slavery. There are several steps in the process:</p>
CDOP (Child Death Overview Panel Manager) Business Support Officer	Professional nominated by the chair of the North Yorkshire Safeguarding Children Board to whom the death notification and other data on each unexpected child death should be sent.
Disclosure and Barring Service (DBS)	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> • processing requests for criminal records checks • deciding whether it is appropriate for a person to be placed on or removed from a barred list • placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Local authority Duty children's social worker	Professional from the local authority children's social care team that receives and responds to all child concern referrals – in office hours.
Local authority Emergency duty team	A local authority children's social work team providing an out of hours social care service for the county.
Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving the local authority children's social care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to

	feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (<i>Definition provided by Working Together 2018</i>)
Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
Electronic Social Care Record (ESCR)	Fully electronic case record – not implemented in North Yorkshire at this time.
Female Genital Mutilation (FGM)	<p>The World Health Organisation (WHO) defines Female Genital Mutilation (FGM) as: <i>"...all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons"</i> WHO (2014).</p> <p>The Female Genital Mutilation Act 2003 (as amended) narrows the definition of FGM to not include:</p> <ul style="list-style-type: none"> • is a surgical operation on a girl that was necessary for her physical or mental health, or • is a surgical operation on a girl who was in any stage of labour, or had just given birth, for purposes connected with the labour or birth
Framework for the Assessment of Children in Need and their Families (often referred to as the Assessment Framework)	The Assessment Framework is a systematic way for professionals to assess a child's needs and whether s/he is suffering or likely to suffer significant harm, what actions must be taken and which services would best meet the needs of the child and family. All professionals should be competent to contribute to an assessment, which is usually led by the local authority children's social care under the Children Act 1989.
First line manager	The manager with responsibility for supervising the frontline professional with case or immediate responsibility for the child, adult or family.
First Responder	<p>Authorities who refer a potential victim of trafficking to the National Referral Mechanism, these include:</p> <ul style="list-style-type: none"> • National Crime Agency • Police forces • UK Border Force • Home Office Immigration and Visas • Gangmasters Licensing Authority • Local Authorities • Health and Social Care Trusts (Northern Ireland) • Salvation Army • Poppy Project • Migrant Help • Medaille Trust • Kalayaan • Barnardos • Unseen • TARA Project (Scotland) • NSPCC (CTAC) • BAWSO • New Pathways • Refugee Council
Gillick competence / Fraser Ruling	The competency test resided by Lord Fraser, 1985 (known as Gillick Competence), which laid down criteria for establishing whether a child, irrespective of age, had the capacity to provide valid consent to

	treatment (by health professionals) in specified circumstances.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
Integrated Children's System (ICS)	Case management system for case recording within the local authority children's social care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
Key worker	The key worker has an important role that involves administration, information, co-ordination and the professional management of a case. Their prime responsibility is to maintain a child protection focus to the work being undertaken with families and to maintain and co-ordinate the core group, who will ensure the progress of the Child Protection Plan.
Lead professional	The practitioner who has the most on-going contact with a child at the time and who is in a position to co-ordinate the professional network to support the child
Local Safeguarding Children Board (LSCB)	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and b) to ensure the effectiveness of what is done by each such person or body for those purposes.
National Referral Mechanism (NRM)	The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support. The NRM is also the mechanism through which the UKHTC collect data about victims. This information contributes to building a clearer picture about the scope of human trafficking and modern slavery in the UK. The NRM was introduced in 2009 to meet the UK's obligations under the Council of European Convention on Action against Trafficking in Human Beings. At the core of every country's NRM is the process of locating and identifying "potential victims of trafficking". From 31st July 2015 the NRM was extended to all victims of modern slavery in England and Wales following the implementation of the Modern Slavery Act 2015.
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: <ul style="list-style-type: none"> • 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. <i>(Definition provided by Working Together 2018)</i>
Network checks	Checks made of agencies for screening and for initial assessments – helps the local authority children's social care decide whether a section 47 investigation is required.
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
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. <i>(Definition provided by Working Together 2018)</i>
Police Powers of Protection (Section 46)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Private Fostering	An arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as: a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with

	<p>the provision of safe and effective care; and</p> <ul style="list-style-type: none"> taking action to enable all children to have the best life chances. <p><i>(Definition provided by Working Together 2018)</i></p>
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	<p>Chapter 4 of Working Together to Safeguard Children (2015) sets out the purpose and process of serious case reviews (SCRs) as defined under Regulation 5 of the Local Safeguarding Children Boards Regulations 2006. SCRs are undertaken when:</p> <p>(a) abuse or neglect of a child is known or suspected; and</p> <p>(b) either —</p> <p>(i) the child has died; or</p> <p>(ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.</p>
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. <i>(Definition provided by Working Together 2018)</i>
Should and Must	Should and Must are used throughout KCSiE 2018 – must is used when a person is legally required to do something, should is used advice set out should be followed unless there is a good reason not to.
Significant Harm	<p>There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and / or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning).</p> <p>More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or</p>

	sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.
Local authority Social Worker or Child's Social Worker	Local authority Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters. This also includes parents and governors.
The Trigger Trio	The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.
Trafficking in human beings	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs
Well-being	The achievement of the best outcomes for children. That is, for every child to: <ul style="list-style-type: none"> • Be healthy • Stay safe • Enjoy and achieve • Make a positive contribution • Achieve economic well-being • Not cause harm to others
Working day	Timescales in these procedures relate to the working day i.e. from 08.30hrs to 17.00hrs on Monday to Thursday, 08:30 to 16:30 on Friday, unless otherwise expressed (e.g. 24 hours).
Working Together	Working Together to Safeguard Children (2015) is a guidance document produced by the DCSF setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.
Young Carers	Are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol. <i>(Definition provided by Working Together 2018)</i>

Date and time this form was received by Safeguarding Lead:

This section to be completed by the Safeguarding Lead:

Please detail follow up actions taken place (i.e. referrals made)

Dated:

Signed:

Appendix 7 Safeguarding Declaration

I _____ have:

- Received and read the **Cantell School Child Protection and Safeguarding Policy** and understand my responsibilities in keeping our students safe. If I have any concerns about the safety or welfare of our students, I will complete a Safeguarding concern form and email to the DSL/DDSL as a matter of urgency.
- Received and read **Part One of Keeping Children Safe in Education September 2023 Annex - Further Information** and understand the importance of keeping children safe.
- Received the **annual safeguarding training**, either at the start of the academic year, or within the new staff induction program.

Signed _____ Date _____

Please complete this form and return to HR.

Safeguarding support for families in Southampton

Police:

If there is an immediate risk of harm please call 999 and speak to the police.
For non-immediate concerns, please call 101.

Safeguarding issue regarding a member of the Cantell community:

During office hours – 02380 323111 ext 237 Ian Creswell or ext 250 Michelle Stocker

Email - safeguarding@cantell.co.uk

CRS – Children’s Resource Service:

General public - 023 80 833 004 Professionals – 02380 832300

0830-1700 Monday to Thursday 0830-1630 Friday

Out of hours – 02380 233344

Childrensresourceservice@southampton.gov.uk

Local Authority Designated Officer (LADO):

Provide advice and guidance to employers and voluntary organisations

Telephone - 023 8091 5535 or 07500 952 037

Email - LADO@southampton.gov.uk

NSPCC:

Helpline – 0808 800 5000 Monday to Friday 8am – 10pm and 9am – 6pm at the weekend.

help@nspcc.org.uk

Childline:

Childline.org.uk

0800 1111

Child Exploitation and Online Protection Command (CEOP):

Worried about online sexual abuse or the way someone has been communicating online

www.ceop.police.uk/Safety-Centre