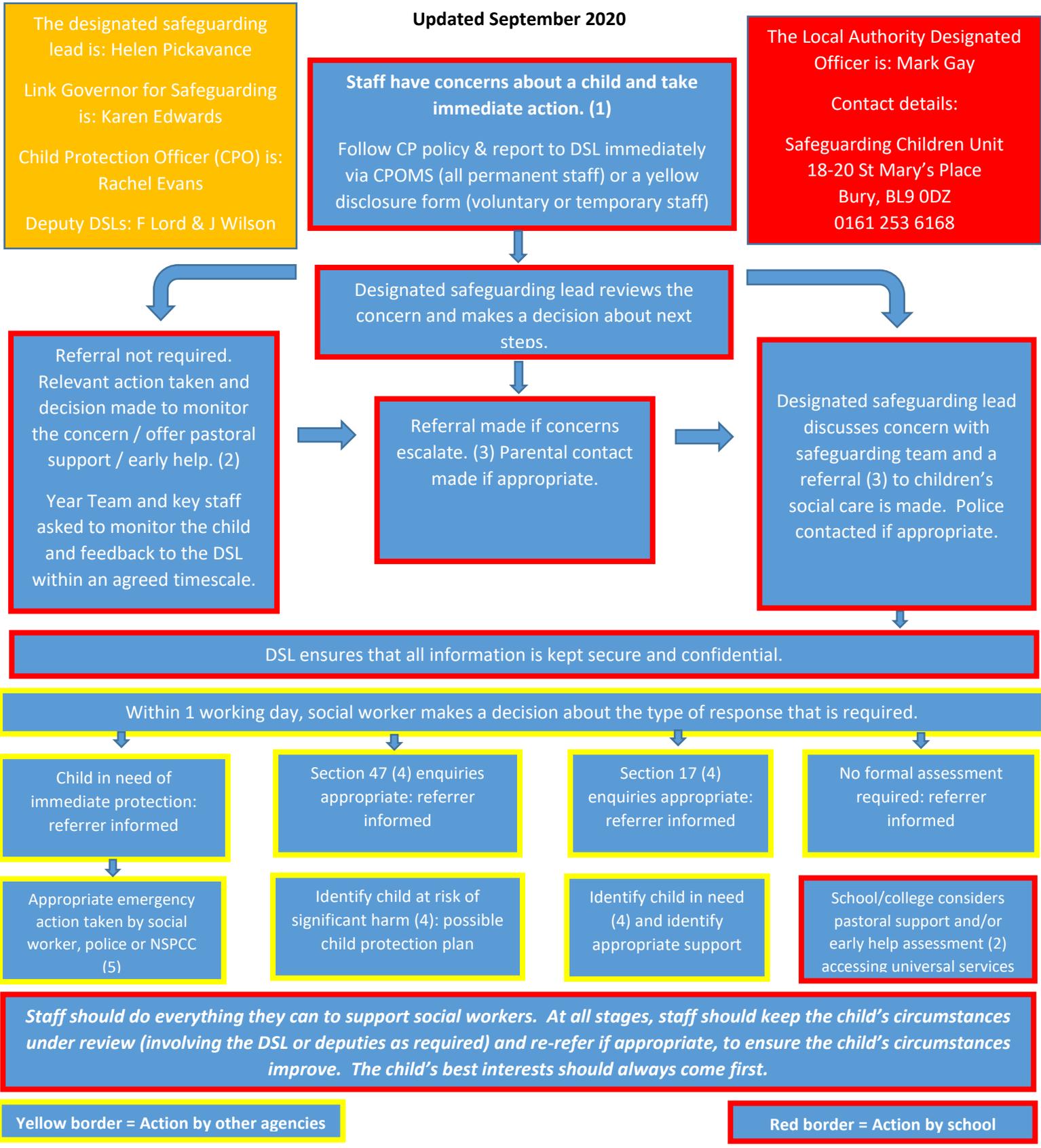




The Heys School

Flowchart for the reporting and referral of safeguarding concerns

Updated September 2020



Contact Details for Social Care referrals:

- Bury: 0161 253 5678 / 0161 253 6606 (out of hours emergency duty team)
- Salford: 0161 603 4500 / 0161 794 8888 (out of hours emergency duty team)
- Manchester: 0161 234 5001



The Heys School

Child Protection and Safeguarding Policy

Prepared By:	H Pickavance
Date Reviewed:	Sep 2020
Next review Date:	Sep 2021
Head Teacher	R Evans
Signed:	
Role (COG/CEO Trust)	I Mclaughlin
Signed:	

Statement of Policy on Child Protection and Safeguarding

'Keeping Children Safe in Education September 2020'

Rationale

This policy has been developed to ensure that ALL adults in The Heys School are working together to safeguard and promote the welfare of children and young people. The policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that must be taken to redress any concerns and should be read in conjunction **other related documents and policies identified below.**

The Headteacher or, in her absence, the Designated Safeguarding Lead and Deputy Head teachers, have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their learners and, in accordance with guidance set out in ['Working together to safeguard children July 2018'](#) and the ['Keeping Children Safe in Education September 2020: statutory guidance for schools'](#). The Heys School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and to act to address them.

Definition and Duty

1. 'Safeguarding and promoting the welfare of children (Everyone under the age of 18) is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.'
2. Children includes everyone under the age of 18.

Aims

The Heys School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. The aim of this policy is to ensure that prompt and effective action is taken where a child is suffering significant harm, or is likely to do so. Action must also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Key policies related to safeguarding are outlined at the end of this document.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff (in the case of teachers as part of their profession duties under the Teacher Standards 2012) have a responsibility to identify children at risk under the above definition.

The Continuum of Needs and Response and the Early Help Family Support Assessment is embedded into everyday practice and procedures when responding to children's need. The children will have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

The model outlined below provides a snapshot of the interrelatedness of those policies, procedures, systems and structures in place at The Heys School and signal our commitment to Safeguarding and Promoting the welfare of all its students. Each member of the school's community will be trained and supported to understand their role in early help and safeguarding and to act appropriately to safeguard and protect children.

Practices

Curriculum - opportunities to teach safeguarding

All students will have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict situations without resort to violence, question and challenge and to make informed choices.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities, and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and oral well-being and physical and mental health

Personal, Social, Health and economic education (PSHE), Religious Knowledge and relationship and sex education (RSE). These lessons provide opportunities for children and young people to discuss and debate a range of subject including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. This sits within the school wider Spiritual, Moral, Social and Cultural framework (See SMSC Policy)

All learners know that there are adults at The Heys School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect

Attendance and Exclusions

In accordance with the The Heys School Attendance policy, absences are rigorously pursued and recorded. The school takes action to pursue and address all unauthorised absences and poor punctuality levels in order to safeguard the welfare of children and young people in its care. (See Attendance policy)

The Attendance policy identifies how individual cases are managed and how the school works proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Family Support Assessment or a Parenting Contract.

The school implements the statutory requirements in terms of monitoring and reporting children missing in education (CME) and off-rolling, particularly with regard to vulnerable students and understands how important this practice is in safeguarding children and young people.

In the event of a fixed term or permanent exclusion any safeguarding issues will be considered. Where it is felt that a permanent exclusion is likely this will form part of the school's PSP process and/or trigger key agency involvement to ensure that there is improved understanding of the needs of the young person.

Record Keeping

The Heys School keeps and maintains up-to-date information on children on the School roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum as it is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern

Role and Responsibilities

The Head Teacher of The Heys School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of learners are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised. New members of staff to the school also undergo an Induction process which covers the Safeguarding and Disclosure procedures in operation in the school.

- The Designated Safeguarding lead and relevant key staff receives appropriate on-going training, support and supervision. The school ensures that Safeguarding training needs are responded to and records kept.
- Sufficient time and resources are made available to enable the Designated Officer and their team to discharge their responsibilities, including inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate
- All staff and volunteers receive appropriate training which is updated every three years so they know what to look out for.
- All temporary staff and volunteers are made aware of The Heys School's Safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the Safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively
- Parents/carers are aware of and have an understanding of the School's responsibilities to promote the safety of its learners by making its obligations clear in the school prospectus

The Governing Body of The Heys School will ensure that:

- A member of the Governing Body is identified as the Designated Governor and receives appropriate training, and will provide the Governing Body with appropriate information about Safeguarding and will liaise with the Designated member of staff
- The Safeguarding and related policies are regularly reviewed and updated, and the school complies with local and national Safeguarding procedures
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local authority procedures (see managing allegations policy)
- All staff and volunteers who have regular contact with children and young people receive appropriate training and are updated through refresher courses

The role of the Designated Safeguarding Lead (DSL) is held by a member of the school's Senior Leadership Team and the post holder is responsible for the first response to all initial safeguarding concerns, supported by the Head Teacher and Deputy Head Teachers. More detail on the role can be found in Appendix 3.

The DSL provides support to staff members to carry out their safeguarding duties and to ensure that the school works closely with other services such as children's social care and other relevant agencies. The DSL, in collaboration with key staff will:

- act as a first point of contact with regards to all safeguarding matters
- attend update training every two years
- provide relevant information to the Local Authority on how the school carries out its Safeguarding duties
- Liaise with the CPD officer to ensure that appropriate three yearly training is provided for staff
- Ensure that the School's actions are in line with Safeguarding Inter-Agency Procedures
- Ensure that Pastoral and support staff make effective referrals to the Children and Families Services and any other agencies related to Safeguarding children
- Keep copies of all referrals to Children & Family Services and any other agencies related to Safeguarding children
- Ensure that all staff and volunteers receive information safeguarding policies and procedures from the point of induction
- Ensure that any staff with specific responsibility for Safeguarding children receive appropriate training

- Manage and keep secure in liaison with the Headteacher the school's Safeguarding records
- Ensure that the Safeguarding policy is regularly reviewed and updated
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding
- Will send a learner's child protection or Safeguarding file separately from the main file to a new establishment if a learner leaves the school, keeping a secure copy of the file
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear what to do if they have a concern about a child, providing clear guidance on the procedures for reporting a safeguarding concern using the electronic reporting system (CPOMS) which can be accessed from the school intranet
- oversee the use of CPOMS from an administrator perspective, ensuring that all safeguarding concerns are appropriately recorded and followed up.
- Will meet regularly with key safeguarding and pastoral staff to review ongoing cases and provide an appropriate level of support and supervision

Safe recruitment and selection of staff

The Heys School will ensure that the guidance included within Part 3 of Keeping Children Safe in Education September 2020 is adhered to at all times.

For more information, please see the safer recruitment policy.

Training for staff and volunteers

All staff are issued with Part 1 of KCSIE 2020 and receive training to understand their role in the safeguarding of all students.

All staff at the Heys School are required to sign our safeguarding pledge after they have received KCSIE 2020 Part 1 and safeguarding training.

Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the School's policies and procedures, signs and symptoms of abuse, how to manage a disclosure from a child as well as when and where to record a concern about a child.

All staff and volunteers who are in regular contact with children will receive basic training, which is updated by refresher training as needed. The Headteacher and Designated Safeguarding Leads (plus deputy DSLs) will receive refresher training every two years.

All staff, including associate, catering and site staff, will receive training or briefings on specific safeguarding issues. All staff, including associate, catering and site staff will attend statutory safeguarding training which is updated every three years.

Working with other agencies

The Heys School is committed to securing early help to support students in need. The safeguarding team has developed effective links with other relevant agencies and cooperates with any enquiries regarding child protection issues and has designed its Pastoral team structure to facilitate this.

The School will notify the Local Safeguarding Partnership if:

- a child subject to a safeguarding plan is about to be permanently excluded
- there is an unexpected absence of more than two days from school of a learner who is subject to a safeguarding plan

- it has been agreed as part of any safeguarding plan or core group plan that it should do so.

New safeguarding partners and child death review partner arrangements came into force in September 2020. These comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are required to ensure schools are fully engaged, involved and included in the new safeguarding arrangements and as a named school within a safeguarding plan, we have a statutory duty to cooperate with all published arrangements.

Confidentiality and Information Sharing

Staff will be appropriately trained to ensure that confidentiality protocols are followed, and information is shared appropriately. The Headteacher and/or DSL discloses any information about a pupil to other members of staff on a need to know basis only. Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. The Heys School will share information relating to safeguarding concerns in line with the guidance offered by the Bury Children's Safeguarding Board.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

On occasions when students with safeguarding history move to a different school or provider, the DSL will ensure all relevant information is made available to the receiving school. Paper safeguarding records will be sent as soon as possible and addressed directly to the member of staff responsible for safeguarding at the receiving school and must be sent recorded delivery with proof of sending and receipt. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Records that are sent electronically must be password protected to ensure confidentiality.

The school will retain electronic records relating to a child who was previously on roll in line with the Data Protection act. These will be retained securely and will be destroyed seven year after a child has left the school. Safeguarding records are kept in case events that have been recorded within them require further scrutiny at a later date or could support a young person seeking further assistance on the basis of earlier safeguarding concerns.

Recording and reporting concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must follow the flowchart and:

- speak to the Headteacher and/or DSL
- agree what action must be taken, by whom and when it will be reviewed
- record the concern using the School's Safeguarding recording system: CPOMs

Child Protection Conferences & Core Group meetings (see Appendix 1 for local procedures)

Members of staff are likely to be asked to attend a child protection conference or any other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the child/ren are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with parents / carers.

Informing parent/carers

Our central and paramount focus is the safety and welfare of the child. We aim to do this in partnership with parents/carers. In most cases, parents and carers will be informed when concerns are raised in line with the school's Child protection policy. Parents and carers should be given the opportunity to address the concerns raised and seek a resolution.

Parents and carers will be informed if a referral is to be made to Social Services or any other agency. Parents/carers will not be informed if it is believed that doing so would put the child at risk. In such cases advice will be sought from the Advice and Assessment Team within the LA where the child resides.

Early Help

The Early Help Process is a simple way to help identify needs of children and families where these are not being met by universal services and make a plan to meet those needs. It is a shared tool which can be used by all agencies who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.

An Early Help assessment might be needed when:

- there is a significant change or worrying feature in a child's appearance, demeanour or behaviour
- a significant event in a child's life has occurred, or where there are worries about the parents, carers or home
- the parent or someone in the wider family or social network is experiencing issues (for example substance abuse/misuse, violence or physical or mental health problems, crime) that might impact on the child
- a child is regularly missing medical appointments, immunisations etc
- the child is experiencing other disadvantages for reasons such as race, gender, sexuality, religious belief or disability.
- a child or family are coming out of social care

Early Help is a supportive measure to help children, young people and their families the support they need.

The EH assessment **is a choice** available to the family to help them, with universal support, to feel empowered and to be more self-reliant in finding their own solutions to the problems and support needs they have identified within their families.

It is usually completed with the family with the assistance of an identified professional from universal services in order to help identify community services that can support the family and professionals involved to focus on prevention and early intervention to help prevent referrals to Children's Social Care.

The achievements for each plan won't always be easy and positive outcomes may take some time to achieve. To move plans forward, regular reviews for multi-agency support are required to ensure that the best quality of support is being provided is always the best for the young person and their family and that the family are being supported to develop and become more self-reliant and empowered in identifying and implementing their own solutions.

Within the Early Help process, school staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

If the situation does not improve following the implementation of an Early Help Plan, services will work together to assess whether a child becomes a “Child in Need”. A “child in need” is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989”.

In Bury LA, Early Help assessments will now be known as “The Story So Far”.

Complaints or concerns by parents, students, staff or volunteers. (See Complaints Policy)

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his/her welfare

The school complaint policy ensures that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern

Serious case reviews

The Local Safeguarding Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- As a school find out if there any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review
- Improve inter-agency working to better safeguard and promote the welfare of child and young people

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

All staff and students are subject to an acceptable use policy which outlines protocols in respect of their use of digital resources within school.

[Teaching online safety in school](#) - DfE guidance outlining how school ensures our students understand how to stay safe and behave online as part of existing curriculum requirements.

Filters and monitoring

It is the responsibility of the school to ensure that we do everything that we reasonably can to limit children's exposure to the above risks from the school's system. We do this by ensuring that we have appropriate filters and monitoring systems in place to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, taking into account the age range of their students, the number of students and how often they access the IT system.

Whilst filtering and monitoring are an important part of the online safety picture for schools to consider, it is only one part. We therefore have a whole school approach to online safety which is taught through individual subjects as well as those with a specific focus on the use of technology. The use of mobile technology in the school is currently under review in school and the policy for use of internet on personal devices will be made available soon.

It is the responsibility of the school to ensure that we have appropriate filters and monitoring systems in place that do not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding. Staff training around this issue must ensure that they are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. They should also be able to recognise the additional risks that children with SEN and disabilities (SEND) face online such as cyber bullying, grooming and radicalisation and are confident they have the capability to support SEND children in staying safe online.

Looked After and Previously Looked After Children (LAC = CYPIC: Children and Young people in Care (Bury LA Terminology))

School maintains detailed records about children's care arrangements including details of the child's social worker and the virtual school head in the authority that looks after the child. The school maintains an additional electronic system checking absence of CYPIC students. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. All looked after children must have a personal education plan (PEP). This is part of the care plan that the local authority looking after the child must have in place and review regularly.

When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher for Looked After Children is Miss Helen Pickavance.

The designated teacher should also work with local virtual school head teachers to promote the educational achievement of previously looked after children in line with statutory guidance on Promoting the education of looked after children.

Students with SEND

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school recognises that young people with special educational needs and disabilities are more prone to peer group isolation than other children and therefore require may extra pastoral support. School must also be aware that additional barriers can exist when recognising abuse and neglect amongst this group of 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 SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Managing Allegations and Concerns Against teachers and other staff

The Heys School follows the procedures recommended by the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers. Full details of the procedures can be found in the school's Managing Allegations Policy.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly following guidelines set out in the Local Authority handbook as well as the **DFE's 'Guidance for Dealing with allegations of abuse against Teachers and other staff' now included within Part Four of the statutory guidance for Keeping Children Safe in Education September 2020**

- If an allegation is made against a teacher, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated. All allegations must be reported immediately to the Headteacher or Deputy in her absence.
- In the case where the Headteacher is the subject of the allegation or concern then any allegation must be reported to the Chair of Governors.
- In response to an allegation, all other options should be considered and advice sought from the LADO before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.
- Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in employer references.
- Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school must therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence has been committed).

The school will use the following definitions when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated; there is insufficient evidence to either prove or disprove the allegation. This term, therefore, does not imply guilt or innocence.

Bullying and Harassment (See Anti-bullying and Equal Opportunities Policies)

The Heys School does not tolerate incidents of bullying and has clear procedures and a consistent and effective approach to dealing with Bullying and Harassment.

The school ensures that:

- there is a dedicated and cohesive team who will deal with allegations of bullying and harassment and make sure that all incidents are recorded and dealt with;
- there are well understood systems and processes to inform all staff, students, parents and other stakeholders about Bullying and Harassment and how to recognise and act on any evidence that such is taking place;
- staff are trained how to recognise the signs of Bullying and Harassment and to take appropriate action commensurate with policy and agreed procedure.

The pastoral team comprises five year teams who will support around issues related to bullying. We also have a member of staff trained in restorative justice who oversees anti-bullying mentors who work with students to support and resolve any issues. We endeavour to ensure that our pastoral teams move up with their assigned year group to provide stability and continuity throughout their time at The Heys School.

2020-2021

Year 7: Miss B Chisholm (Pastoral Manager) and Mr D Mckeown (Head of Year)

Year 8: Mr L Jones (Pastoral Manager) and Miss C Philips (Head of Year)

Year 9: Mrs S Shaw (Pastoral Manager) and Miss D Rundle (Head of Year)

Year 10: Mrs R Evans (Pastoral Manager) and Mrs S Kay (Head of Year)

Year 11: Mrs S Walsh (Pastoral Manager) / Mrs A Leech (temporary) and Mr D Lyons (Head of Year)

Indicators of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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.

Specific safeguarding issues taken from Annex A of Keeping Children Safe in Education September 2020

Annex A of KCSIE September 2020 contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read this annex.

As per Part 1 of the KCSIE September 2020, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

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, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

Children and the court system

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

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

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

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. <https://helpwithchildarrangements.service.justice.gov.uk/>

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;

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

Domestic abuse

The Heys School is aware that young people's development as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation, and that this is a safeguarding issue.

Information about domestic abuse and its effect upon young people must be incorporated into safeguarding training.

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

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Domestic abuse can impact children if they witness it at home and/or suffer it in an intimate personal relationship.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse: Signs / Symptoms / Effects: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Refuge what is domestic violence/effects of domestic violence on children: <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safelives: young people and domestic abuse: <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Any child or young person thought to be at immediate risk will be reported without delay to the police as an emergency; the local Authority Children's Service contact centre will be contacted as possible.

The Heys School support Operation Encompass and have two designated professionals within the school (DSL and Deputy) who are in receipt of details relating to Domestic Violence incidents from the police within 24 hours of an incident occurring. This ensures that we can put immediate and appropriate support in place for young people affected by a Domestic Violence incident. Details regarding Operation Encompass can be found on our school website.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

In the event that we believe a child may be a victim of criminal exploitation, a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Children at risk from serious crime

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

All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

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

Staff at the Heys School are aware that CCE and CSE are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The key facts below are highly relevant in identifying young people who are at risk or who become victims of CCE / CSE.

- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person

Forced Marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

School is sensitive to differing family patterns and lifestyles, and child rearing patterns that vary across different racial, ethnic and cultural group. Forced marriage is a form of child, adult and domestic abuse and is treated as such by the school.

Information about forced marriage will be incorporated into staff training. Safeguarding and child protection training and briefings and The Heys School's safeguarding and child protection policies will be used to identify a potential victim or protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

Honour based abuse including Female Genital Mutilation (FGM) and Forced Marriage

FGM is illegal in the UK and is a form of child abuse with long-lasting harmful consequences. In such instances school will its own and local safeguarding procedures. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. All staff understand its mandatory duty (as outlined below) that where an act of FGM appears to have been carried out, it the responsibility of individual teachers to report their concerns to the police / Children's Services.

FGM mandatory reporting duty for teachers

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

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the

woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1_639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

So-called 'honour-based' violence

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹² that requires a different approach ¹ (see following section).

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheet usefully summarises the new duties:

Homeless Reduction Act Factsheet:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

Preventing Radicalisation (See separate but linked policy on ‘Extremism and Radicalisation’)

The Heys School understands that protecting children from the risk of radicalisation is part of our wider safeguarding duties and possible referral to the Channel programme.

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

The Prevent duty is seen as part of all school’s wider safeguarding obligations.

We have a separate policy which outlines in detail our policy in respect of preventing radicalisation and extremism.

Mental Health

All staff at the Heys School 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. They are recognise that only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it is key that staff are aware of how these experiences can affect children's mental health, behaviour and education

Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#).

The Heys School provides opportunities for students to learn about mental health through both the pastoral and academic curriculum. We offer personalised support to students who have diagnosed mental health conditions and work closely with other services and organisations to ensure their needs are met in school. We also provide signposting to services who can support young people who do not have a diagnosed mental health condition and provide a counselling service at school to which students can refer themselves and staff / parents / carers can also refer on a student’s behalf.

Peer on peer abuse – please also see Appendix 4

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school’s policy and procedures with regard to peer on peer abuse.

The categories under the umbrella of peer-on peer abuse are outlined below:

- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

The school will ensure that all staff are trained within this area and are confident in identifying indicators of peer-on peer abuse and what procedures to follow in the event of an incident.

We have a whole school approach to addressing these issues which means that at every relevant opportunity, teachers will explore the following themes with us through their lessons:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment are always wrong
- Addressing cultures of sexual harassment

Staff and students are told the importance of ensuring that these issues or incidents are not dismissed as “banter” or part of growing up as this kind of behaviour is not acceptable and students in our school.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Context

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

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

Staff should be aware of the importance of:

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

Sexual violence

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

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

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

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

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

Sexual harassment

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

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

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process set out for them by school. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Upskirting

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

Other relevant policies and documents

The school has a duty to ensure that safeguarding underpins all activities and functions. This policy therefore complements and supports a range of other policies.

↳ Attendance Policy

- ☞ Anti-bullying Policy
- ☞ Behaviour policy and behaviour principles
- ☞ Children in care Policy (CYPIC)
- ☞ Complaints policy
- ☞ CPD
- ☞ Drugs and substance misuse policy
- ☞ Educational visits Policy
- ☞ Equal opportunities Policy
- ☞ First Aid and the administration of medicines
- ☞ Health & Safety Policy
- ☞ ICT: Staff and students policy (AUPs)
- ☞ Preventing extremism and radicalisation policy
- ☞ Managing allegations policy
- ☞ PSHE (Within Personal Development Faculty)
- ☞ Physical Interventions/Restraint
- ☞ Safer recruitment policy
- ☞ School Complaints policy
- ☞ Staff Code of Conduct
- ☞ Relationships and sex education Policy
- ☞ Social, Moral, Spiritual and Cultural Policy
- ☞ Use of reasonable force policy
- ☞ Whistle-blowing Policy
- ☞ School safeguarding pledge and training briefs (updated and completed annually)
- ☞ Mental Health Policy

Advisory documents

- ☞ Children's commissioner: Preventing Child Sexual Abuse – The role of Schools April 2017
- ☞ **What to do if you are worried a child is being abused March 2015 – advice for Practitioners**
- ☞ Special Educational Needs and Disability (SEND code of practice: 0-25 years)

Appendix 1: Safeguarding procedures for schools

The Heys School

As a Bury school, The Heys School works in line with the guidance and procedures established by the Bury Children's Safeguarding Board. They in turn have signed up to Greater Manchester Safeguarding procedures. Full details about the procedures can be found at:

<http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

Appendix 2: Key safeguarding personnel within school and the LA

The Designated Safeguarding Lead is Miss Helen Pickavance (Assistant Head Teacher)

The Child Protection Officer is Miss Rachel Evans (Head Teacher)

The Deputy Designated Safeguarding Leads are Mrs Francesca Lord and Mrs Jane Wilson

The Chair Of governors is Mrs Imelda McLaughlin

LADO

Mark Gay / Donna Green

Safeguarding Children Unit

18-20 St Mary's Place

Bury

BL9 ODZ

Tel: 0161 253 6168 (reception)

Bury MASH Team

Multi-agency Safeguarding Hub

Bury Police Station

Dunsters Road

Bury

BL9 ORD

Tel: 0161 253 5678 (0161 253 6606 if out of hours) / **E-mail:** Childwellbeing@bury.gov.uk /

Appendix 3: Definition of the Designated Safeguarding Lead Role

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection files

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 4: Procedures for handling an incident of peer-on-peer abuse

The school's initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.

All staff are trained to manage a report in line with effective safeguarding practice which includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice and UKCCIS sexting advice (for schools). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their students and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care 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. The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their students and students and updating their own risk assessment.

Actions

Schools should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how
- any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children or school staff; and
- other related issues and wider context

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out throughout this guidance. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Options to manage the report

It is important that schools consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment.

Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Early help

- The school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care.
- At the referral to children's social care stage, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 248 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be **immediate**.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Reporting to the Police

Any report to the police will generally be in parallel with a referral to children's social care (as above).

- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Appendix 5: Information sharing flowchart

