



CHILD PROTECTION AND SAFEGUARDING POLICY AND PROCEDURE

Date: September 2023

Reviewed by: Diane Walker DSL

Next Review: September 2024

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Child Protection and Safeguarding Policy		
1.	Aims	<p>The Redway School aims to ensure that:</p> <ul style="list-style-type: none"> ▪ Appropriate action is taken in a timely manner to safeguard and promote children’s welfare ▪ All staff are aware of their statutory responsibilities with respect to safeguarding ▪ Staff are properly trained in recognising and reporting safeguarding issues
2.	<p>Legislation and Statutory Guidance</p> <p>Links to statutory guidance</p>	<p>This policy is based on the Department for Education’s statutory Keeping children safe in education 2023 and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is also based on the following legislation:</p> <ul style="list-style-type: none"> ▪ Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils ▪ The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques ▪ The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children ▪ Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 ▪ Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM ▪ The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children ▪ Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children ▪ Statutory guidance on the Prevent duty, which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism ▪ The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR) ▪ The Equality Act 2010 which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment ▪ The Public Sector Equality Duty (PSED) which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

		<ul style="list-style-type: none"> ▪ The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which sets out who is disqualified from working with children <p>This policy also meets requirements relating to safeguarding and welfare in the Statutory Framework for the Early Years Foundation Stage.</p>
3.	<p>Definitions</p> <p>Safeguarding Partners</p> <p>MKTogether</p> <p>Other Safeguarding Partners</p>	<p>Safeguarding and promoting the welfare of children means:</p> <ul style="list-style-type: none"> ▪ 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 ▪ Taking action to enable all children to have the best outcomes ▪ Taking action to ensure positive mental health for all children <p>Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.</p> <p>Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.</p> <p>Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.</p> <p>Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.</p> <p>Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.</p> <p>Sharing of ‘nudes’ or ‘semi-nudes’ (Previously known as ‘Sexting’ and also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children including the sharing of nude or semi-nude videos or live streams.</p> <p>Children includes everyone under the age of 18.</p> <p>The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:</p> <ul style="list-style-type: none"> ▪ Milton Keynes Local Authority* ▪ BLMK Integrated Care Board ▪ The chief officer of police, Thames Valley Police <p>*The Redway School also currently works with the following LA’s:</p> <ul style="list-style-type: none"> ▪ Central Bedfordshire ▪ Surrey ▪ South Northamptonshire ▪ Hampshire ▪ Buckinghamshire

4.	<p>Equality statement</p>	<p>Some children have an increased risk of abuse both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.</p> <p>We give special consideration to children who:</p> <ul style="list-style-type: none"> ▪ Have special educational needs (SEN), disabilities, or health conditions (see section 9). All pupils at The Redway school have an EHCP and are therefore face an increased risk of abuse, in addition, many pupils are non-verbal. We are committed to ensuring staff are well-equipped with the skills to identify signs and indicators of abuse in this group of children. ▪ Are young carers ▪ May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality ▪ Have English as an additional language ▪ Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence ▪ Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation ▪ Are asylum seekers ▪ Are at risk due to either their own or a family member’s mental health needs ▪ Are looked after or previously looked after (see section 11) ▪ Are missing or absent from education for prolonged periods and/or repeat occasions. ▪ Have a parent/carer who has expressed an intention to educate them at home
5.	<p>Roles and responsibilities</p> <p>Everyone’s responsibility</p> <p>Preventative Education</p> <p>Personalisation of RSHE</p>	<p>Safeguarding and child protection is everyone’s responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.</p> <p>All staff will understand that The Redway School has a crucial role to play in preventative education. We believe that preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, transphobia and sexual violence/harassment.</p> <p>The Redway School has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. These will be underpinned by the school’s behaviour policy and pastoral support system, as well as by a planned programme of RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The Programme is fully inclusive and developed to be age and stage of development appropriate. This programme will tackle at an age-appropriate and stage of development issues such as:</p> <ul style="list-style-type: none"> ▪ Healthy and respectful relationships ▪ Boundaries and consent ▪ Stereotyping, prejudice, and equality ▪ Body confidence and self-esteem ▪ How to recognise an abusive relationship, including coercive and controlling behaviour ▪ The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable. <p>Staff at The Redway School are mindful that for all pupils a personalised approach to learning, including RSHE, is always required and that complex issues around consent</p>

		will need careful thought in their delivery and guidance will be sought from the school's pastoral leadership.
5.1	<p>All Staff</p> <p>Staff responsibilities</p> <p>KCSIE (part 1)</p> <p>Parents</p> <p>Systems</p> <p>Early Help</p> <p>Referrals</p> <p>Specific Safeguarding</p> <p>MyConcern</p> <p>Complex Needs</p>	<p>All staff will:</p> <ul style="list-style-type: none"> ▪ read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (2022) and review this guidance at least annually. ▪ All staff are required to confirm that they have read and understood Part 1 of KCSIE by signing a declaration to confirm this. This may be in the form of 'signing off' on our online safeguarding system, MyConcern. ▪ Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g., sites they need to visit or who they will be interacting with online) <p>All staff will be aware of:</p> <ul style="list-style-type: none"> ▪ Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education. ▪ The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment ▪ The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play ▪ What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals ▪ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, child criminal exploitation (CCE) and radicalisation and serious violence (including that linked to county lines) ▪ The importance of reassuring victims that they are being taken seriously and will be kept safe. Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this. ▪ Our school procedures for reporting a concern through the schools secure online reporting and recording system, MyConcern. ▪ The complexities in understanding the needs of pupils with severe or profound learning difficulties who are non-verbal and how to identify signs that they may be being abused. ▪ The fact that children can be at risk of harm inside and outside of their home, at school and online ▪ The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children ▪ What to look for to identify children who need help or protection ▪ Online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring
5.2	<p>The Designated Safeguarding Lead (DSL)</p> <p>DSL and Deputy DSL contacts</p> <p>The Safeguarding Team</p>	<p>The DSL is a member of the senior leadership team. Our DSL is Diane Walker, Deputy Headteacher, the Deputy DSL is Louise O'Dell, Senior Teacher and EYFS Lead. The DSL, and Deputy, take the lead responsibility for child protection and wider safeguarding.</p> <p>The safeguarding team support the DSL and Deputy DSL in ensuring a team approach to safeguarding is adopted and help to promote a deep awareness of safeguarding across the school and promote a safeguarding culture.</p>

During term time, the DSL or Deputy will be available during school hours for staff to discuss any safeguarding concerns and can be contacted by telephone or email:

Main school telephone number: 01908 200000

Diane Walker: 07483310229 Diane.walker@theredway.net

Louise O'Dell: 07483310228 Louise.Odell@theredway.net

During out of school hours the DSL or deputy can be contacted by email:

Safeguarding@theredway.net

The safeguarding team are DSL's and in the absence of the Lead DSL or Deputy Lead DSL will act as DSL.

Ruth Sylvester	Assistant DSL
Simon Hodges	Assistant DSL
Peter Markham	Assistant DSL
Tracy Snook	Assistant DSL
Rob Gibbard	Assistant DSL

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters through focussed safeguarding meetings with class groups
- Take part in strategy discussions and multi-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL's will meet weekly to maintain a high level of support and supervision and will liaise with local authority social care managers at least half termly and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Deliver basic safeguarding training to all members of the school community
- Manage and evaluate the school's safeguarding records
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of filtering and monitoring systems and processes in place at our school

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputies are set out in their job description.

Full details of the DSL training record can be found on the school's website.
www.theredway.net

5.3	<p>The Governors</p> <p>Responsibilities of the safeguarding board</p> <p>Safeguarding Governor</p>	<p>The governing board will:</p> <ul style="list-style-type: none"> ▪ Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development, promoting a ‘safeguarding culture’ ▪ Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation ▪ Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school’s local multi-agency safeguarding arrangements ▪ Appoint a safeguarding lead, currently Dr. Philip Latham, monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL ▪ Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from safeguarding partners. ▪ Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes: <ul style="list-style-type: none"> ○ Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training ○ Review the DfE’s filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards. <p>Make sure:</p> <ul style="list-style-type: none"> ▪ The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support ▪ Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies ▪ The DSL has lead authority for safeguarding, including online safety and understanding of filtering and monitoring systems and processes in place as part of their role. ▪ The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns ▪ The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure ▪ That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised <p>Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):</p> <ul style="list-style-type: none"> ▪ Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed ▪ Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate ▪ Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply <p>The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3). All governors will read and understand Keeping Children Safe in Education in its entirety. Section 15 of this policy has information on how governors are supported to fulfil their role.</p>
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5.4	<p>The Headteacher</p> <p>Responsibilities of the headteacher</p>	<p>The headteacher is responsible for the implementation of this policy, including:</p> <ul style="list-style-type: none"> ▪ Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, particularly those relating to referrals of cases of suspected abuse and neglect, as part of their induction. ▪ Communicating this policy to parents when their child joins the school and via the school website ▪ Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent ▪ Ensuring that all staff undertake appropriate safeguarding and child protection training and update the content of this training is regularly updated ▪ Ensuring that online safety training is included in staff safeguarding and child protection training ▪ Ensuring that policies and procedures adopted by the governing body, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff ▪ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. (See appendix 3) ▪ Making decisions regarding all Low-Level Concerns, though they may wish to collaborate with the DSL ▪ Ensuring the relevant staffing ratios are met, where applicable ▪ Making sure each child in the Early Years Foundation Stage is assigned a key person ▪ Ensuring oversight of the safe use of technology, mobile phones and cameras within school.
5.5	Virtual School Heads	<p>Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.</p> <p>They should also identify and engage with key professionals, e.g., DSLs, SENCOs, social workers, mental health leads and others.</p>
6.	<p>Confidentiality</p> <p>Data Protection</p> <p>Information sharing</p>	<p>All staff at The Redway School understand that:</p> <ul style="list-style-type: none"> ▪ Timely information sharing is essential to effective safeguarding . ▪ Fears about information sharing must not stand in the way of the need to promote the welfare and protect the safety of children. ▪ The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. ▪ If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk ▪ Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests ▪ If a victim asks the school not to tell anyone about the sexual violence or sexual harassment: <ul style="list-style-type: none"> ○ There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the UK GDPR that applies ○ The DSL will have to balance the victim's wishes against their duty to protect the victim and other children ○ The DSL should consider that: <ul style="list-style-type: none"> › Parents or carers should normally be informed (unless this would put the victim at greater risk) › The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care › Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility

		<p>is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains</p> <ul style="list-style-type: none"> ▪ Regarding anonymity, all staff will: <ul style="list-style-type: none"> ○ Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system ○ Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved ○ Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities ▪ The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information ▪ If staff are in any doubt about sharing information, they should speak to the DSL, Diane Walker, or the Deputy DSL, Louise O'Dell. ▪ Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3 ▪ The safety, protection and wellbeing of our pupils is the paramount consideration in all decisions made about confidentiality at The Redway School. ▪ The appropriate sharing of information between school staff is an essential element in ensuring our pupils well-being and safety. ▪ Everyone in the school community is aware of the limits of confidentiality that can be offered by individuals within the school community so that they can make informed decisions about the most appropriate person to talk to about any issues they may want to discuss. <p>Information will be shared with safeguarding partners in order to safeguard, protect or to ensure the wellbeing of pupils. Information will also be shared with the Complex Needs Nursing Team and the Children with Disabilities Social Work Team, who form part of our partnerships, when it is necessary to do so in order to safeguard pupils.</p> <p>Further information on our approach to confidentiality and data protection can be found through these links or alternatively by viewing the school's website www.theredway.net</p>
7.	Recognising Abuse and Taking Action	Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or Deputy DSL).”
7.1	If a child is suffering or likely to suffer from significant harm, or is in immediate danger	<p>Talk to the DSL immediately if you believe a child is suffering, or likely to suffer from significant harm, or in immediate danger, the DSL will then contact children's social care and/or the police. If the DSL is not available, anyone can make a referral, but the DSL must be informed as soon as possible if you make a referral. (See section 5,2)</p> <p>Referrals can be made to:</p> <p>Multi Agency Safeguarding Hub (MASH)</p> <p>Or in the case of significant immediate harm (or to report FGM) to Thames Valley Police by calling 999</p> <p>The following link to the GOV.UK webpage provides information for reporting child abuse to your local council</p>
7.2	If a child makes a disclosure to you	If a child discloses a safeguarding issue to you, you should:

		<ul style="list-style-type: none"> ▪ Listen to and believe them, allow them time to talk freely and do not ask leading questions ▪ Stay calm and do not show that you are shocked or upset ▪ Tell the child they have done the right thing in telling you, do not tell them they should have told you sooner ▪ Explain what will happen next and that you will have to pass this information on, do not promise to keep it a secret ▪ Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it ▪ Concerns and disclosures are recorded on the school's online system, Myconcern, the system will automatically notify the DSL that a concern has been raised but you should also tell the DSL in person ▪ In the unlikely event the DSL, the deputy DSL or any member of the safeguarding team is not available, then a referral can be made by any member of staff to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so ▪ Not disclose information to anyone else unless told to do so by a relevant authority involved in the safeguarding process <p>Bear in mind that some children may:</p> <ul style="list-style-type: none"> ▪ Not feel ready, or know how to tell someone that they are being abused, exploited or neglected ▪ Not recognise their experiences as harmful ▪ Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers <p>None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.</p>
7.3	If you discover that FGM has taken place, or a pupil is at risk of FGM	<p>The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs." MKtogether provide an FGM screening tool.</p> <p>FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting,' 'circumcision' or 'initiation.'</p> <p>Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.</p> <p>Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.</p> <p>Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate. Mandatory Reporting of FGM</p> <p>Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is <i>at risk</i> of FGM or FGM is suspected (but is not known to have been carried out.) Staff should not examine pupils.</p> <p>Any member of staff who suspects a pupil is <i>at risk</i> of FGM or suspects that FGM has been carried out or discovers that a pupil aged 18 or over appears to have been a victim of FGM. should speak to the DSL and follow our local safeguarding procedures. The case will then be referred, by the DSL, to the MASH team, Adults with learning disabilities team and the police, depending on the case. As all young people at the school remain in a period of transition from children to adult teams</p>

		whilst at the school, even if they are 18 or over, the case will also be referred to the children with disabilities social work team.
7.4	<p>If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)</p> <p>Early Help</p> <p>Referrals</p> <p>Escalation</p>	<p>Speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the safeguarding team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. If there is no one available from the safeguarding team, make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share details of any action taken with the DSL as soon as possible.</p> <p>Figure 1 on page 28 illustrates the procedure to follow if you have any concerns about a child's welfare.</p> <p>If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up a multi-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</p> <p>We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.</p> <p>The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.</p> <p>The Redway School works closely with other safeguarding partners including the Children with Complex Needs Nursing Team and the Children with Disabilities Social Work Team. Lead practitioners from each team meet with the schools DSL's every half term – more frequently if necessary to discuss cases, including early or extra help and to monitor existing cases.</p> <p>If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If, in exceptional circumstances, you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.</p> <p>The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.</p> <p>If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.</p> <p>Each case where a referral has been made is discussed at half termly (or sooner if necessary) meetings with lead practitioners from CWDSWT and CCNNT, any situation where the child's situation is not improving will be raised by the DSL and action plan made. If agreement cannot be reached or the DSL is still concerned about a child's situation the case will be referred to the LADO.</p>
7.5	<p>If you have concerns about extremism</p> <p>MASH Local PREVENT team</p>	<p>If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.</p> <p>If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care at MASH.</p>

	Channel Tackling extremism	<p>Staff should inform the DSL as soon as possible if they make a referral to local authority children’s social care about any extremism concerns. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to.</p> <p>This will include making a referral to the local PREVENT team and MASH. Advice can also be sought through Channel, the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team. Useful information can also be found from ACT early.</p> <p>The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:</p> <ul style="list-style-type: none"> ▪ Think someone is in immediate danger ▪ Think someone may be planning to travel to join an extremist group ▪ See or hear something that may be terrorist-related
7.6	Mental Health	<p>All staff should also 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. It is important to understand that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.</p> <p>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.</p> <p>Poor mental health, in children with complex needs who may be non-verbal, can be especially difficult to identify.</p> <p>It is therefore essential that staff are aware of how to identify possible signs of poor mental health through a sound knowledge of the child’s needs and their characteristics. A wider knowledge of the context of a child’s needs and their support network and a deep understanding of a child’s communication through careful and knowledgeable observation.</p> <p>Class groups are well placed to monitor a child’s wellbeing and are able to identify changes in presentation, this may include behaviour, communication, physical health or engagement. With support, class staff are able to monitor and provide supportive interventions to improve wellbeing, this might include additional 1:1 support, personalised learning programmes, specialist therapeutic support or positive behaviour support.</p> <p>The department for education has published advice and guidance on Preventing and Tackling Bullying and Mental Health and Behaviour in Schools.</p> <p>In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people’s emotional health and wellbeing.</p> <p>Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.</p> <p>If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.</p>

7.7	Concerns about a staff member, supply teacher, volunteer, or contractor	<p>If you have concerns about a member of staff (including supply staff) volunteer or contractor, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher as soon as possible.</p> <p>If the concerns/allegations are about the headteacher, speak to the chair of governors.</p> <p>The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).</p> <p>Staff members should report a concern/allegation directly to the local authority designated officer LADO, if they believe there's a conflict of interest in reporting to the headteacher</p> <p>If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.</p> <p>Where appropriate, the school will inform Ofsted of the allegations and actions taken, within the necessary timescale (see appendix 3 for more detail)</p>
7.8	<p>Procedures for dealing with allegations of 'child-on-child' abuse'</p> <p>Reporting to the DSL</p> <p>Risk Assessments</p> <p>Social Care</p> <p>The Police</p> <p>Supportive environments</p> <p>Minimising Risk</p> <p>Recording</p>	<p>We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up," this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.</p> <p>All child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:</p> <ul style="list-style-type: none"> ▪ Is serious, and potentially a criminal offence ▪ Could put pupils in the school at risk ▪ Is violent ▪ Involves pupils being forced to use drugs or alcohol ▪ Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including the sharing of nudes or semi-nudes, previously referred to as sexting) <p>If a pupil makes an allegation of abuse against another pupil:</p> <ul style="list-style-type: none"> ▪ You must record the allegation and tell the DSL, but do not investigate it ▪ The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence ▪ The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s) ▪ The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate <p>If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.</p> <p>We will create a supportive environment in school and minimising the risk of 'child-on-child abuse' by:</p>

		<ul style="list-style-type: none"> ▪ Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images ▪ Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys ▪ Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent ▪ Ensuring pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below) ▪ Ensuring staff reassure victims that they are being taken seriously ▪ Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners ▪ Supporting children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed ▪ Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment ▪ Ensuring staff are trained to understand: <ul style="list-style-type: none"> ○ How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports ○ That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here” ○ That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example: <ul style="list-style-type: none"> › Children can show signs or act in ways they hope adults will notice and react to › A friend may make a report › A member of staff may overhear a conversation › A child’s behaviour might indicate that something is wrong ○ That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation ○ That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy ○ The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it ○ That they should speak to the DSL if they have any concerns ○ That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s), and friends from either side <p>The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.</p> <p>Disciplinary action can be taken while other investigations are going on, e.g., by the police.</p> <p>The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly.</p> <p>We will consider these matters on a case-by-case basis, taking into account whether:</p> <ul style="list-style-type: none"> ▪ Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
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7.9	<p>The Sharing of 'Nudes' and Semi-Nudes' (previously known as Sexting)</p> <p>Reporting to the DSL</p> <p>SEND Vulnerability</p> <p>What should I do?</p> <p>Procedure</p> <p>Referring</p> <p>Parents</p> <p>Recording</p> <p>Curriculum</p>	<p>If you are made aware of an incident involving the sharing of nudes and semi-nudes (also known as 'youth produced sexual imagery' or sexting), you must report it to the DSL immediately.</p> <p>It is important to note that pupils at The Redway School have severe or profound learning difficulties, this may make them more vulnerable to influences outside of school where situations occur where their vulnerability may have been exploited.</p> <p>Staff are highly observant to identify changes in behaviour or any changes in communication that might indicate a pupil has been exploited.</p> <p>You must not:</p> <ul style="list-style-type: none"> ▪ View, copy, print, download or share, store or save the images or videos yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL ▪ Delete the imagery or ask the pupil to delete it ▪ Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility) ▪ Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers ▪ Say or do anything to blame or shame any young people involved ▪ You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL. <p>Initial review meeting</p> <p>Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:</p> <ul style="list-style-type: none"> ▪ Whether there is an immediate risk to pupil(s) ▪ If a referral needs to be made to the police and/or children's social care ▪ If it is necessary to view the images or videos in order to safeguard the young person (in most cases, images or videos should not be viewed) ▪ What further information is required to decide on the best response ▪ Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown) ▪ Whether immediate action should be taken to delete or remove images from devices or online services ▪ Any relevant facts about the pupils involved which would influence risk assessment ▪ If there is a need to contact another school, college, setting or individual ▪ Whether to contact parents or carers of the pupils involved (in most cases parents should be involved) <p>The DSL will make an immediate referral to police and/or children's social care if:</p>

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or
- if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- The decision about whether to involve the police or children's social care will be made and recorded in line with the procedures set out in the child protection policy

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

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

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils at The Redway School have severe or profound and multiple learning difficulties therefore careful consideration must be given to how the concept of sexting can be communicated to pupils.

Through our RSE curriculum **all** will be taught about appropriate and inappropriate, safe and unsafe and public and private. The curriculum will then be extended for

		<p>pupils for whom it is appropriate, we will teach the issues surrounding sexting as part of our RSE, PSHE education and ICT programmes.</p> <p>Teaching covers the following in relation to sexting:</p> <ul style="list-style-type: none"> ▪ What it is ▪ How it is most likely to be encountered ▪ The consequences of requesting, forwarding or providing such images, including when it is and is not abusive ▪ Issues of legality ▪ The risk of damage to people’s feelings and reputation <p>Pupils also learn the strategies and skills needed to manage:</p> <ul style="list-style-type: none"> ▪ Specific requests or pressure to provide (or forward) such images ▪ The receipt of such images <p>This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.</p>
7.10	<p>Reporting Systems for pupils</p> <p>Voice of the child</p> <p>The non-verbal child</p> <p>Accessibility</p>	<p>Where there is a safeguarding concern, we will take the child’s wishes and feelings into account when determining what action to take and what services to provide.</p> <p>We recognise the importance of ensuring pupils feel safe and are comfortable to come forward and report any concerns and/or allegations. At the Redway school pupils have a complex range of learning needs, the vast majority of pupils have significant communication impairment.</p> <p>To achieve this, we will:</p> <ul style="list-style-type: none"> ▪ Put systems in place for pupils to confidently report abuse ▪ Train staff to recognise signs of concern in non-verbal children ▪ Ensure that reporting systems are shared with pupils in a range of formats so they may be easily understood e.g. use of symbols and photographs. Reporting systems will be well promoted within class groups ▪ Provide a culture of safety where pupils feel they are taken seriously and listened to. Where they can express their views and give feedback ▪ For all pupils there will be an accessible way to report concerns, this will be through reporting to a trusted adult within their groups or by communicating with a DSL, there are photographic posters within each classroom and other areas of school for pupils to identify those to whom they can talk. DSL’s can also be identified by their rainbow heart lanyards. ▪ Pupils are made aware of reporting procedures through daily circle time and through direct RSE lessons ▪ If a disclosure (or observed concern) is made, pupils are reassured of their safety either through discussion (if this is possible and appropriate) and through modelling of safe and caring relationships, with extra 1:1 support provided from a trusted adult.
8	<p>Online Safety and Mobile Technology</p> <p>Approaches to online safety</p> <p>Categories of risk</p>	<p>We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.</p> <p>To address this, our school aims to:</p> <ul style="list-style-type: none"> ▪ Have robust processes in place (including filtering and monitoring systems) to ensure the online safety of pupils, staff, volunteers and governors

<p>Addressing risk</p> <p>EYFS requirements</p> <p>Mobile phones and cameras</p> <p>School phones</p>	<ul style="list-style-type: none"> ▪ Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’) ▪ Set clear guidelines for the use of mobile phones for the whole school community ▪ Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate ▪ Have an effective and appropriate programme for tackling online safety through carefully adapted RSE lessons <p>The 4 key categories of risk</p> <p>Our approach to online safety is based on addressing the following categories of risk:</p> <ul style="list-style-type: none"> ▪ Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism ▪ Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes ▪ Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and ▪ Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams <p>To meet our aims and address the risks above we will:</p> <ul style="list-style-type: none"> ▪ Educate pupils about online safety as part of our curriculum. For example: <ul style="list-style-type: none"> ▪ The safe use of social media, the internet and technology Keeping personal information private How to recognise unacceptable behaviour online ▪ How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim ▪ Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year ▪ Ensure staff working within the Early Years Foundation Stage have read and understood the EYFS statutory Framework with particular reference to section 3, Safeguarding and Welfare requirements ▪ Educate parents/carers about online safety via our website, communications sent directly to them and during parents’ evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety <p>Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:</p> <ul style="list-style-type: none"> ▪ Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their lockers or locked cupboards during contact time with pupils. ▪ Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Staff will not use any device that has internet connectivity whilst in school, e.g., iwatches, Fitbit ▪ Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school’s ICT systems and use of their mobile and smart technology
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8.1	Artificial Intelligence	<p>Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.</p> <p>The Redway School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.</p> <p>The Redway School will treat any use of AI to access harmful content or bully pupils in line with this policy and our Behaviour policy.</p> <p>Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.</p>
9.	<p>Notifying parents or carers</p> <p>Who will talk to parents about an allegation?</p>	<p>Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.</p> <p>Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would</p>

	<p>Who else might be involved?</p> <p>What happens next?</p>	<p>increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.</p> <p>In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.</p> <p>The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):</p> <ul style="list-style-type: none"> ▪ Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed ▪ Meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g., moving them out of classes with the victim, and the reason(s) behind any decision(s)
<p>10.</p>	<p>Pupils with special educational needs, disabilities or health issues</p> <p>Additional safeguarding challenges for children with SEND</p> <p>Non-Verbal children</p> <p>Specialist interventions</p> <p>Additional advice</p>	<p>We recognise that pupils with special educational needs (SEN), disabilities and health issues, such as those at The Redway School, can face additional safeguarding challenges and are three times more likely to be abused than their mainstream peers. Additional barriers can exist when recognising abuse and neglect in this group, including:</p> <p>Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration</p> <ul style="list-style-type: none"> ▪ Pupils being more prone to peer group isolation than other pupils ▪ Lack of friendship groups ▪ The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs ▪ Communication barriers and difficulties in overcoming these barriers ▪ Being dependent on others for all aspects of physical care and wellbeing ▪ Having significant health needs leading to dependence on others, this combined with significantly impaired communication skills can present more risk in terms of specific safeguarding concerns such as Fabricated and Induced Illness (FII) ▪ Cognitive impairment leading to difficulty in understanding an abusive situation <p>As many children and young people at The Redway School are non-verbal this presents yet further barriers to recognising possible abuse. We will offer additional training, which focuses on tackling these barriers. All statutory training is bespoke and addresses the specific barriers that relate to children and young people at The Redway School who have severe and profound and multiple learning difficulties.</p> <p>We offer a key person system for all children and young people, it is the role of the key person to know the child or young person extremely well, to take a special interest in their wellbeing and to be able to communicate in a variety of ways with that young person. The key person has a special responsibility for the child/young person and will for a positive relationship with parents/carers. We believe that this system provides a positive contribution to safeguarding you people with profound needs.</p> <p>The NSPCC provides additional support and guidance for safeguarding pupils with SEND.</p>
<p>11.</p>	<p>Pupils with a social worker</p> <p>Why might a child need a social worker?</p>	<p>Staff should be aware that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.</p> <p>The Designated Safeguarding Lead holds information about children's social workers and will use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter</p>

	<p>The DSL and social workers</p> <p>Child in Need review</p>	<p>of routine. This information will be shared where appropriate, to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).</p> <p>Findings from the Children in Need review, ‘Improving the educational outcomes of Children in Need of help and protection’ contains further information; the conclusion of the review, ‘Help, protection, education’ sets out action Government is taking to support this.</p>
12.	<p>Looked-after children and previously looked-after children</p> <p>Who is the Designated Teacher for LAC</p> <p>What does the Designated Teacher do?</p>	<p>We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:</p> <ul style="list-style-type: none"> ▪ Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements ▪ The DSL has details of children’s social workers and relevant virtual school heads ▪ We have appointed a Designated Teacher, Diane Walker, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The Deputy Designated Teacher is Louise O’Dell. ▪ The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. <p>As part of their role, the designated teacher will</p> <ul style="list-style-type: none"> ▪ Work closely with all DSLs to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to ▪ Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.
13.1	<p>Complaints and concerns about school safeguarding policies</p>	<p>Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).</p>
13.2	<p>Other complaints</p> <p>Who to contact</p> <p>Complaints regarding EYFS</p>	<p>Complaints relating to premises or pupils may be made to the Ruth Sylvester (Headteacher) in the first instance; the complaint will escalate to Cllr. Amanda Marlow (Acting Chair of Governors) if the complaint cannot be resolved.</p> <p>Complaints regarding EYFS provision may, in the first instance, be addressed to: Louise O’Dell (Senior Teacher for EYFS) parents@theredway.net Who will liaise with parents and/or carers regarding the issue. If a satisfactory conclusion cannot be met the complaint will escalate to the Headteacher (Ruth Sylvester) and then to Amanda Marlow (Acting Chair of Governors). All complaints will be investigated and notify complainants of the outcome with 28 days. The written record of the complaint will be made available to Ofsted.</p>
13.3	<p>Whistleblowing</p>	<p>The Whistleblowing Policy is intended to cover concerns that fall outside the scope of the above general grievances to do with own employment dissatisfaction.</p>

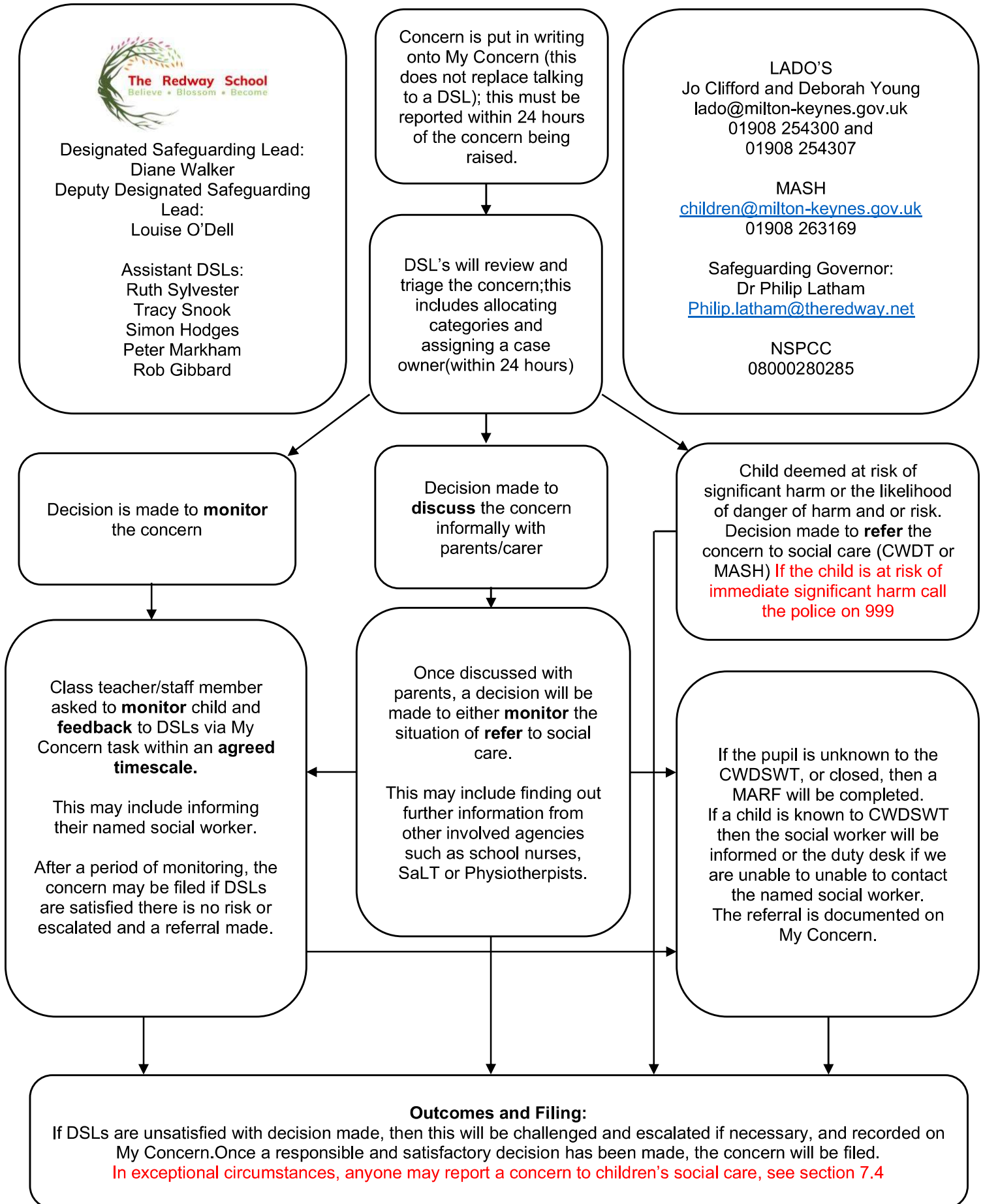
	<p>What is whistleblowing?</p> <p>MK Policy</p> <p>Hotline</p> <p>Other sources of advice</p>	<p>A concern may be about:</p> <ul style="list-style-type: none"> ▪ Sexual, physical or emotional abuse of clients or other individuals ▪ Conduct which is an offence or a breach of law ▪ Disclosures related to miscarriages of justice ▪ Health and safety risks, including risks to the public as well as employees ▪ Damage to the environment ▪ Unauthorised use of public funds ▪ Action that is contrary to the Council's financial procedures or contract regulations ▪ Possible fraud, corruption or financial irregularity ▪ Action that is against the Council's Standing Orders and policies ▪ Practice that falls below established standards or practice ▪ Other improper or unethical conduct <p>The concern may be something that makes a person feel uncomfortable in terms of known standards, their experience or the standards to which they believe the Council subscribes.</p> <p>The Redway School follows the Milton Keynes policy on whistle blowing The local authority offers a number of ways to confidentially raise whistle-blowing concerns which can be viewed in the policy,</p> <p>It also offers a whistle-blowing hotline and other sources of advice. The Milton Keynes Whistle blowing hotline can be contacted on 01908 252668</p> <p>Further advice and support can also be accessed through the NSPCC whistleblowing advice line The details of discussions will not be released to anyone else within the Council without your express consent and meetings can be held at a time and place of your choosing.</p> <p>In addition, parents and/or carers may contact Ofsted if they believe that the school is not meeting the EYFS requirements. After any inspection by Ofsted the school will provide a copy of the report to parents and/or carers.</p>
14.	<p>Record-keeping</p> <p>What is a record?</p> <p>Procedures</p> <p>Transferring records</p>	<p>We will hold records in line with our records retention schedule.</p> <p>All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. Information should be kept confidential and stored securely, all safeguarding concerns are recorded using the schools online safeguarding recording system, MyConcern</p> <p>Records include:</p> <ul style="list-style-type: none"> ▪ a clear and comprehensive summary of the concern ▪ details of how the concern was followed up and resolved ▪ a note of any action taken, decisions reached and the outcome ▪ Details of challenge/escalation if the concern was not resolved to the satisfaction of the DSL/Headteacher <p>If you are in any doubt about whether to record something, discuss it with a member of the safeguarding team.</p> <p>Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. All current safeguarding records are held electronically on the schools MyConcern system.</p>

		<p>Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.</p> <p>If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.</p> <p>To allow the new school/college to have support in place when the child arrives, this should be within:</p> <ul style="list-style-type: none"> ▪ 5 days for an in-year transfer, or within ▪ The first 5 days of the start of a new term <p>In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.</p> <p>At The Redway School we use a secure, online-based system for record keeping, MyConcern, this is a secure online recording system. All staff are able to add a concern to the system and have received training in using the system. The system will inform all DSL's that a concern has been identified, this will be done via email. Staff will also inform the DSL in person that a concern has been uploaded. Only DSL's can see all concerns. The school may share information (where it is appropriate to do so) via my concern to:</p> <ul style="list-style-type: none"> ▪ Other schools (school transfer) ▪ Children With Disabilities Social Work Team ▪ The Complex Needs Nursing Team ▪ MASH ▪ MK Together ▪ Thames Valley Police <p>The DSL(s) are able to view that concern and allocate a threshold to the concern and escalate the concern if appropriate.</p> <p>Further paper copies of safeguarding concerns may be kept by Ruth Sylvester (headteacher), these are held in a 'double locked' environment.</p> <p>Any safeguarding files to be transferred to another school will either be delivered through MyConcern, by hand, by one of the DSL's or be transferred by secure carrier and a receipt obtained. The school will retain safeguarding records of any pupil until D.O.B + 25 years.</p> <p>In addition, Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks</p> <p>Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff</p>
15.1	<p>Training All Staff</p> <p>Initial safeguarding training</p> <p>Specific safeguarding training</p>	<p>All staff members will undertake safeguarding and child protection training at induction (day 1), including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.</p> <p>All staff will receive training that includes online safety, which included an understanding of expectations, roles and responsibilities in relation to filtering and monitoring.</p>

	Training updates	<p>In addition, Redway staff will access training that has specific relevance to children with severe and profound disabilities, all training is bespoke and pays particular attention to the needs of this very vulnerable group.</p> <p>This training will be regularly updated and will:</p> <ul style="list-style-type: none"> ▪ Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning ▪ Be in line with advice from the 3 safeguarding partners ▪ Have regard to the Teachers' Standards to support the expectation that all teachers: <ul style="list-style-type: none"> ○ Manage behaviour effectively to ensure a good and safe environment ○ Have a clear understanding of the needs of all pupils <p>All staff will have training on the government's anti-radicalisation strategy, PREVENT, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.</p> <p>Staff will also receive regular safeguarding and child protection updates, including online safety (for example, through quizzes, emails, e-bulletins and staff meetings) as required, but at least annually.</p> <p>Staff will receive training in the contents of this policy at least annually.</p> <p>Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.</p> <p>Volunteers will receive appropriate training, if applicable.</p>																
15.2	The DSL, Deputy DSL, Assistant DSL's	<p>The DSL, Deputy and Assistant DSL's will undertake child protection and safeguarding training at least every 2 years. Full DSL training last undertaken:</p> <table border="1" data-bbox="453 1240 1129 1498"> <thead> <tr> <th>DSL</th> <th>Full DSL training</th> </tr> </thead> <tbody> <tr> <td>Diane Walker</td> <td>April 23</td> </tr> <tr> <td>Louise O'Dell</td> <td>March 23</td> </tr> <tr> <td>Ruth Sylvester</td> <td>March 23</td> </tr> <tr> <td>Tracy Snook</td> <td>March 23</td> </tr> <tr> <td>Simon Hodges</td> <td>March 23</td> </tr> <tr> <td>Rob Gibbard</td> <td>May 23</td> </tr> <tr> <td>Peter Markham</td> <td>March 23</td> </tr> </tbody> </table> <p>In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).</p> <p>They will also undertake Prevent awareness training. Please also refer to the school's DSL training log which is published on the schools website and is updated throughout the year.</p>	DSL	Full DSL training	Diane Walker	April 23	Louise O'Dell	March 23	Ruth Sylvester	March 23	Tracy Snook	March 23	Simon Hodges	March 23	Rob Gibbard	May 23	Peter Markham	March 23
DSL	Full DSL training																	
Diane Walker	April 23																	
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Ruth Sylvester	March 23																	
Tracy Snook	March 23																	
Simon Hodges	March 23																	
Rob Gibbard	May 23																	
Peter Markham	March 23																	
15.3	Governors	<p>All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.</p> <p>As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.</p>																

15.4	Recruitment – interview panels	<p>At least one person conducting any interview for a post at the school will have undertaken safer recruitment training.</p> <p>This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.</p> <p>See appendix 2 of this policy for more information about safer recruitment procedures</p>
15.5	Staff who have contact with pupils and families	<p>All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.</p>
16.	Monitoring Arrangements	<p>This policy will be reviewed annually by Diane Walker (Deputy Headteacher and DSL). At every review, it will be approved by the full governing board.</p>
17.	Links with other policies	<p>The Redway School has a highly effective, embedded safeguarding culture which permeates into every aspect of school life and beyond.</p> <p>This policy links to the following policies and procedures, all of which can be found on the school’s website www.theredway.net a hard copy of all policies is located in the school’s reception area:</p> <ul style="list-style-type: none"> ▪ Positive Behaviour policy ▪ Designated Teacher Policy ▪ Restrictive Physical Intervention ▪ Staff Code of Conduct ▪ Safe Recruitment Policy ▪ Guidance for safer working practice ▪ Safe Touch policy ▪ Protocol for managing children with complex health care needs in the community setting ▪ Procedure for administering of medicines via enteral feeding tubes ▪ Complaints ▪ Health and safety ▪ Attendance ▪ Equalities and Respect ▪ Relationships and Sex Education ▪ First aid ▪ Teaching Learning and Curriculum ▪ Intimate Care ▪ Whistleblowing ▪ ICT System and Acceptable Use ▪ Use of photography policy ▪ Social networking and e safety ▪ Children missing in education ▪ Lockdown policy ▪ School security policy ▪ Guidance for off-site visits ▪ Early Years Foundation Stage Policy

Figure 1: Procedure if you have concerns about a child's welfare



Appendix 1 – Types of Abuse

Types of abuse

Physical Abuse

Emotional Abuse

Sexual Abuse

Neglect

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

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

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

Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

It is important, where we can, to identify the additional concerns regarding disabled children. Specific research regarding [working together to prevent sexual abuse of disabled children](#) has been carried out by the NSPCC and the 'Ann Craft Trust'.

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Additional Information on [Types of abuse](#) are available from the NSPCC

Appendix 2 - Safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected,' so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process.

Seeking references and checking employment history

	<p>We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.</p> <p>When seeking references, we will:</p> <ul style="list-style-type: none"> ▪ Not accept open references ▪ Liaise directly with referees and verify any information contained within references with the referees ▪ Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations ▪ Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed ▪ Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children ▪ Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate. ▪ Resolve any concerns before any appointment is confirmed <p>Interview and selection</p> <p>When interviewing candidates, we will:</p> <ul style="list-style-type: none"> ▪ Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this ▪ Explore any potential areas of concern to determine the candidate's suitability to work with children ▪ Record all information considered and decisions made <p>We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.</p>
<p>Pre-appointment and vetting checks</p> <p>New staff</p> <p>Existing staff</p> <p>Agency and third party staff</p> <p>Contractors</p> <p>Trainee/student teachers</p> <p>Volunteers</p> <p>Governors</p> <p>Staff working in alternative provision settings</p> <p>Adults who supervise pupils</p>	<p>We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.</p> <p>New staff</p> <p>When appointing new staff, we will:</p> <ul style="list-style-type: none"> ▪ Verify their identity ▪ Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain this certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of this for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact vetting took place, the result of the check and recruitment decision taken ▪ Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available ▪ Verify their mental and physical fitness to carry out their work responsibilities ▪ Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards ▪ Verify their professional qualifications, as appropriate ▪ Ensure they are not subject to a prohibition order if they are employed to be a teacher

<p>on work experience</p> <p>Pupils staying with host families</p>	<p>Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:</p> <ul style="list-style-type: none"> ▪ For all staff, including teaching positions: criminal records checks for overseas applicants ▪ For teaching positions: obtaining a letter 'confirming that they have not imposed any sanctions or restrictions, and/or are aware of any reason why that person may be unsuitable to teach.' <p>We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.</p> <p><u>Regulated activity</u> means a person who will be:</p> <ul style="list-style-type: none"> ▪ Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or ▪ Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or ▪ Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not <p>Existing staff</p> <p>In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:</p> <ul style="list-style-type: none"> ▪ There are concerns about an existing member of staff's suitability to work with children; or ▪ An individual moves from a post that is not regulated activity to one that is; or There has been a break in service of 12 weeks or more <p>We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:</p> <ul style="list-style-type: none"> ▪ We believe the individual has engaged in relevant conduct; or ▪ The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or ▪ The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and ▪ The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left <p>Agency and third-party staff</p> <p>We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.</p>
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Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the [2018 Childcare Disqualification Regulations and Childcare Act 2006](#). Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a [section 128 check](#) (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for [barred list checks](#) to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3 - Allegations of abuse made against staff

Section 1

Categories of allegation

Suspension

Outcomes

Procedures

Time Scales

Specific Actions

Confidentiality

Record Keeping

References

Learning Lessons

Non-recent allegations

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children- this includes behaviour taking place both inside and outside of school

If we are in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. The case manager will be identified at the earliest opportunity,

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes 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 does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action,

including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services.

- (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
 - Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary).
 - Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
 - Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
 - **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
 - **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Staff are encouraged to become members of a trade union at induction and information is provided on how a trade union are able to support through periods of difficulty.

The school currently has a trade union representative of UNISON, head of care, Wendy Porter. Teachers are encouraged to be part of a professional teacher's organisation if, on induction, they are not already members.

Throughout any disciplinary, or pre disciplinary investigations a member of staff will always have a named colleague to support them and will also be given a named member of the senior leadership team for additional support and connection. Where ill health is affecting attendance or a person's ability to carry out their duties the school will appoint an occupational health adviser to support the member of staff.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable).

The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff:

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions:

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated, unfounded, false, or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false, or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Unsubstantiated, unfounded, false, or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false, or malicious, the LADO and case manager will consider the appropriate next steps.
- If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and Information Sharing

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

The case manager will take advice from the local authority's designated officer, police, and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated, or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated, or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual
- For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

<p>Section 2: concerns that do not meet the harm threshold</p>	<p>This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:</p> <ul style="list-style-type: none"> ▪ Suspicion ▪ Complaint ▪ Disclosure made by a child, parent or other adult within or outside the school ▪ Pre-employment vetting checks ▪ Safeguarding concern or allegation from another member of staff <p>We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.</p> <p>Definition of low-level concerns</p> <p>The term <u>'low-level' concern</u> is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:</p> <ul style="list-style-type: none"> ▪ Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and ▪ Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. <p>Examples of such behaviour could include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Being overly friendly with children ▪ Having favourites ▪ Taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis in a secluded area or behind a closed door ▪ Using inappropriate sexualised, intimidating or offensive language or humiliating pupils. <p>Sharing low-level concerns</p> <p>We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. The headteacher and the DSL will work together to ensure confidentiality in the procedure when exploring low level concerns. Every effort will be made to ensure confidentiality.</p> <p>We will create this culture by:</p> <ul style="list-style-type: none"> ▪ Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others ▪ Empowering staff to share any low-level concerns, whilst we encourage transparency it is recognised that staff may prefer to share concerns confidentially ▪ Empowering staff to self-refer ▪ Addressing unprofessional behaviour and supporting the individual to correct it at an early stage ▪ Providing a responsive, sensitive and proportionate handling of such concerns when they are raised ▪ Helping to identify any weakness in the school's safeguarding system <p>Responding to low-level concerns</p> <p>If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:</p> <ul style="list-style-type: none"> ▪ Directly to the person who raised the concern, unless it has been raised anonymously ▪ To the individual involved and any witnesses
<p>Low level concerns</p>	
<p>Sharing concerns</p>	
<p>Responding to concerns</p>	
<p>Record keeping</p>	
<p>References</p>	

- The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

In the case of low level concerns the Headteacher takes responsibility in determining any outcomes and is the decision-maker, however, the Headteacher may work collaboratively with the DSL in these cases.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the [DPA 2018](#) and [UK GDPR](#)
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4 - Specific safeguarding issues

Identifying specific safeguarding issues	At the Redway School we provide additional in-depth training on specific safeguarding concerns that are most relevant to a special school, working with very complex children who are predominantly non-verbal. Specific training (in addition to basic safeguarding training) includes detailed exploration of the following for children with complex needs and disabilities:
Detailed information on:	<ul style="list-style-type: none"> ▪ PREVENT duty ▪ FGM
Children missing	<ul style="list-style-type: none"> ▪ Child Sexual Exploitation ▪ Child Criminal Exploitation ▪ Child-on-Child abuse
Child Criminal Exploitation	<ul style="list-style-type: none"> ▪ Belief in Spirit Possession ▪ Fabricated Illness ▪ Safeguarding pupils with PMLD
Child Sexual Exploitation	We recognise that specific safeguarding issues need to be looked at differently in children who have complex learning, behaviour, communication and health care needs; this requires a specialist approach. We work in close partnership with:
Child-on-Child abuse	<ul style="list-style-type: none"> ▪ Children with disabilities social work team ▪ Children with complex needs community nursing team ▪ Local Authority Inclusion and Intervention team ▪ School and community therapy teams ▪ Westminster House Children's Home ▪ Furze House respite provision ▪ Local Authority Virtual School
Domestic Abuse	
Homelessness	
So called 'Honour based abuse'	
FGM	
Forced Marriage	<p>Children who are absent from education</p>
Harmful Sexual Behaviour in schools	A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
Preventing Radicalisation	There are many circumstances where a child may become absent or missing from education, but some children are particularly at risk. These include children who:
Serious Violence	<ul style="list-style-type: none"> ▪ Are at risk of harm or neglect ▪ Are at risk of forced marriage or FGM ▪ Come from Gypsy, Roma, or Traveler families ▪ Come from the families of service personnel ▪ Go missing or run away from home or care ▪ Are supervised by the youth justice system ▪ Cease to attend a school ▪ Come from new migrant families
	We will follow our procedures for unauthorised absence and for dealing with children who are absent or go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
	Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
	If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures for a child missing in education , including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, MASH and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.
	<p>Child criminal exploitation</p>

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

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

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

Indicators of CCE can include a child:

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

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

Child sexual exploitation

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

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

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

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

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

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

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

Child-on-child abuse

[Child-on-child abuse](#) (formerly known as peer-on-peer abuse) is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that **even if there are no reports, that does not mean that this kind of abuse is not happening.**

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is 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
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. Section 7.8 and 7.9 set out more detail about our school’s approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and **stages of development**. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic abuse

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

Types of [domestic abuse](#) include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that is not physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being [homeless](#) or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL, Deputy, and safeguarding team will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

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

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

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

All forms of HBA are abuse and will be handled and escalated as such.

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

FGM

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

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

Forced marriage

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

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place

- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing Radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people.
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from being drawn into terrorism.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism.

This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

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

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

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

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Teaching, Learning and Curriculum, Behaviour, online safety and our PREVENT risk assessment.

Sexual violence and sexual harassment between children in schools

[Sexual violence and sexual harassment](#) can occur:

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

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

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

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. Section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

	<p>Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:</p> <ul style="list-style-type: none"> ▪ Increased absence from school ▪ Change in friendships or relationships with older individuals or groups ▪ Significant decline in performance ▪ Signs of self-harm or a significant change in wellbeing ▪ Signs of assault or unexplained injuries ▪ Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)) <p>Risk factors which increase the likelihood of involvement in serious violence include:</p> <ul style="list-style-type: none"> ▪ Being male ▪ Having been frequently absent or permanently excluded from school ▪ Having experienced child maltreatment ▪ Having been involved in offending, such as theft or robbery <p>Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.</p>
<p>Procedure for visitors</p>	<p>Checking the identity and suitability of visitors</p> <p>All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.</p> <p>If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.</p> <p>Visitors are expected to sign in using the electronic the visitors' book and wear a visitor's badge.</p> <p>Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:</p> <ul style="list-style-type: none"> ▪ Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or ▪ The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate) <p>All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.</p> <p>We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.</p>
<p>Procedure for non-collection of children</p>	<p>Non-collection of children</p> <p>The vast majority of pupils use home/school contracted transport to travel to and from school.</p> <p>Problems can occur when parents are not at home to receive pupils, in these incidences and in the non-collection of pupils we will in the first instance attempt to contact parents, failing this we will contact the emergency contacts we have for each child.</p> <p>If we are unable to contact parents or emergency contacts, we will contact Children with Disabilities Social Work Team who may instruct us to transport the child to Furze House (children's respite centre in Milton Keynes).</p>

	<p>If we are unable to contact CWDSWT we will contact the police for assistance. At all times during this process the child will remain with staff who know them well and with whom they feel secure.</p> <p>If an emergency placement is decided upon by children’s social care, then school staff, who know the child well, will ensure that the child remains safe and secure and will hand over information to the emergency placement as required.</p> <p>Any non-collection of a child, without satisfactory explanation, will be recorded using the schools online safeguarding monitoring system, MyConcern.</p>
<p>Procedure for missing pupils</p>	<p>Missing pupils</p> <p>Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:</p> <ul style="list-style-type: none"> ▪ Implement the school procedure of reporting a child missing from education if they are not at school and either parents cannot be contacted or do not know where they are. This is due to the increased vulnerability of our pupils. ▪ Acknowledge that a child missing from education is a potential indicator of abuse or neglect and that such children are at risk of being victims of harm, exploitation or radicalisation. <p>The Redway School has robust attendance procedures for dealing with children that go missing from education, especially so when this becomes repeated.</p> <p>All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.</p> <p>The Redway School will work in partnership with the Children with Disabilities Social Work Team and The Children with Complex Needs Nursing Team to ensure a joint approach to safeguarding children.</p>