

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



SAFEGUARDING AND CHILD PROTECTION POLICY

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HIGHDOWN SCHOOL & SIXTH FORM CENTRE

SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

Highdown School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teaching and support (including temporary and agency supply), governors and volunteers to share this commitment.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health and development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Highdown School and Sixth Form Centre will act in accordance with, amongst others, the following government legislation and guidance to safeguard and promote the welfare of learners and to work together with other agencies to ensure there are adequate arrangements within our academy to identify, assess and support those students who are suffering, or at risk from, harm:

- The Education Act, 2002
- The Children Act, 1989
- The Children Act, 2004
- Working Together to Safeguard Children, updated Feb 2019 2018
- What to do if you are worried a child is being abused – advice for practitioners. 2015
- Keeping Children Safe in Education, 2018
- Counter Terrorism and Security Act, 2015
- Revised Prevent Duty Guidance, 2015
- Children Missing Education, 2016
- Preventing and Tackling Bullying, 2017
- Children and Social Work Act, 2017
- Child Sexual Exploitation, 2017
- Sexual violence and sexual harassment between children in schools and colleges, 2018
- Teaching online safety in school, 2019

All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development of the individual child or young person. Staff members working with children are advised to maintain an attitude 'it could happen to a child we know' where safeguarding is concerned. When concerned about the welfare of a child or young person, staff members must always act in the interests of the child.

This policy should be read in conjunction with the following policies/protocols:

- Equal opportunities
- Anti-Bullying and Discrimination
- Inclusion
- E-Safety Policy
- Mental Health Policy
- Special Educational Needs
- Sex and Relationships Education [SRE]
- Allegations of abuse against staff
- Recruitment protocol
- HSP119 Dealing with a disclosure

AIMS

The aim of this policy is to inform staff, parents/carers, volunteers and governors about the academy's responsibilities for safeguarding children and young people and to enable everyone to have a clear understanding of how these responsibilities should be carried out. Third parties related to us and who work on our estate and/or with our students are also covered by this policy (e.g. housekeeping and catering staff).

The key aims of this policy are based on **prevention, protection and support**.

Further aims of this policy include:

- To safeguard and promote our students' welfare, safety and health by fostering an honest, caring and supportive environment.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident knowing how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all staff of the need to safeguard students, and of their responsibilities in identifying and reporting possible cases of abuse, neglect or radicalisation.
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the academy, contribute to assessment of needs and support packages for those students.
- To develop a structured procedure within the academy which will be followed by all members of staff in cases of suspected abuse.
- To emphasise the need for good levels of communication between all members of staff and between the academy and other agencies.
- To promote understanding and build relationships with other agencies (e.g. Police and Children's Services) in order to develop multi-agency working and information sharing.
- To practise safe recruitment of all staff ensuring all new staff and volunteers working with students will be subject to the relevant and up to date Prohibition and DBS checks.
- To integrate child protection issues into the curriculum to enable students to develop personal awareness, security, E-safety, confidence, self-esteem and independence.
- To protect students from radicalisation, to ensure staff are aware of the dangers and to fulfil our duty to prepare young people for life in modern Britain

SIGNIFICANCE OF POLICY

It is essential that young people receive the right to help at the right time to address risks and prevent issues escalating. Serious Case Reviews [SCRs] have identified a number of examples of poor practice which Highdown School and Sixth Form Centre will avoid by:

- referring concerns regarding potential signs of abuse or neglect on the day they arise to the safeguarding team, and external agencies, as appropriate/necessary
- ensuring records are well-kept and maintained
- ensuring staff listen to students' views
- monitoring concerns and re-assessing where situations do not improve
- sharing information, as appropriate, with stakeholders in a timely manner
- challenging those who appear not to be taking action

DUTIES AND RESPONSIBILITIES

The Safeguarding Team comprises the following:

- Academy Safeguarding Lead: Ms R E Cave [Headteacher]
- Designated Safeguarding Lead [DSL]: Mr J Reid [Deputy Head]
- Designated Safeguarding Officer [DSO]: Mr A Franks [Assistant Head]
- Designated Safeguarding Officer [DSO]: Miss J Hunter [Inclusion Manager]
- Appointed Safeguarding Governor: Mrs S Siddiqui
- Single Central Register [SCR]: Ms D Company [School Business Manager]
- Training Records: Miss N Burns [Head's PA]

1. Responsibilities of all staff:

- To adhere to this policy, be familiar with protocol for handling disclosure, and meet the expectations as outlined in the Employee Handbook (staff code of conduct).
- To read 'Keeping Children Safe in Education (2019)' part one and annex A and return a signed acknowledgement that the guidance has been received, read and understood to the Head's PA for records.
- To complete online safeguarding training at least every two years and return certificate to the Head's PA for records.
- To be aware of, and familiar with, the signs of abuse, neglect and radicalisation and know who to report any concerns or suspicions to.
- If any member of staff is concerned about a student they must inform the Designated Safeguarding Officers on the same day following HSP 119. Recording of information on the correct referral form must be a clear, precise, factual account of observations. Observations about a student's demeanour or emotional state may be recorded.
- If a member of staff is concerned about the following, they must speak with the DSL, Headteacher or allocated Safeguarding Governor:
 - Concerns are not taken seriously
 - Action to safeguard the student is not taken
 - Student is considered to be at continuing risk of harm
- Staff will endeavour to support students through:
 - Working to establish and maintain an ethos where students feel secure and are encouraged to talk
 - Regular consultation with students through mentor periods, PSHCE sessions, assemblies and monitoring unstructured times
 - Working with students at times of transition, e.g. from Year 6 to the academy
 - Implementing the behaviour policy

- All staff must be prepared to identify young people who may benefit from **early help** and must be aware of local early help processes. [Early help means providing support as soon as a problem emerges at any point in a child's life]. If a member of staff is concerned and feels early help should be sought, they must liaise with the relevant Head of Achievement who will initiate the referral through CSPA to seek an Early Help Assessment, or via the Safeguarding Team. Any young person may benefit from early help, but all staff should be particularly alert to the potential need for early help for a young person who:
 - is disabled and has specific additional needs
 - has SEN
 - is a young carer
 - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is misusing drugs or alcohol themselves
 - is at risk from modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the young person, such as substance abuse, adult mental health problems, or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered young person
- All staff must be aware of systems within Highdown School and Sixth Form Centre which support safeguarding:
 - the Safeguarding and Child Protection policy
 - the behaviour policy
 - the Staff Handbook and Code of Conduct
 - the safeguarding response to children who go missing from education (CME) – see Annex B
 - the role of the Designated Safeguarding lead and officers
- Where staff become aware of unblocked extremist content or other inappropriate content they must report it to a senior member of staff.
- The Registrar will maintain student records ensuring that at least two emergency contact numbers are held for each student. This goes beyond the legal minimum requirement.
- The Attendance Officer will follow the statutory guidance, in liaison with the local authority, in reporting students who are missing from education.
- The Network Team must ensure that appropriate network/internet filters are in place to protect students from potentially harmful and inappropriate online material. Where students are accessing online information via their own 3G/4G data networks, staff will monitor use and provide education around responsible, acceptable and safe use of internet through PSHCE and ICT curriculum.
- To liaise with the School Business Manager in the organisation of volunteers working regularly with students at Highdown School to ensure correct checks are completed in advance of working with students.
- If a member of staff discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a female under the age of 18, that member of staff must report this to the police directly.
- If staff have safeguarding concerns about another member of staff this must be referred to the Headteacher. If there are safeguarding concerns about the Headteacher, these must be referred to the Chair of Governors via the Clerk to the Governors.

- The Designated Teacher to work with looked after children [CLA] or previously looked after children at Highdown School and Sixth Form Centre is Mr A Franks. It is their role to work with local authorities to promote the educational achievement of registered students.

2. Responsibilities of the Safeguarding Team:

- The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection at Highdown School and Sixth Form Centre. During term-time the DSL is available (during academy hours) for staff in the academy to discuss any safeguarding concerns.
- The Designated Safeguarding Lead will ensure that practice and procedures are robust, in line with guidance, including the new Ofsted framework, September 2019.
- To undertake appropriate training at least every two years and keep informed of any developments relevant to the role through e-bulletins, meeting other designated safeguarding leads/officers, or taking time to read safeguarding materials/documentation/guidance/advice.
- To ensure staff with responsibilities linked to safeguarding have up-to-date information and guidance.
- To ensure all staff receive support, up-to-date information and regular training on issues of safeguarding and child protection, and their role in fulfilling their duties, including as part of induction for new staff.
- To update Safeguarding and Child Protection policy and protocols annually.
- To foster an ethos within the academy where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention to the Safeguarding Team.
- To update and share with all staff a protocol on action to be taken should a child make a disclosure and understand how to make a referral.
- To ensure all staff are aware of systems within the academy which support safeguarding and to include the following aspects as part of staff induction:
 - the Safeguarding and Child Protection policy
 - the behaviour policy
 - the Staff Handbook and Code of Conduct
 - the safeguarding response to children who go missing from education (CME) – see annex B
 - the role of the Designated Safeguarding lead and officers
- To request all staff read Keeping Children Safe in Education (2019) part one and annex A, in addition to ‘What to do if you are worried a child is being abused – advice for practitioners’ (DfE, 2015), which are made available to all staff at the start of the academic year.
- To ensure all staff, governors and volunteers, have undergone relevant checks at appropriate level.
- The School Business Manager will keep and maintain a Single Central Register [SCR] of all people who are employed by the academy
- The Head’s PA will keep and maintain a record of completed safeguarding training.
- To manage referrals and concerns regarding individual children and young people and liaise with Reading MASH (Multi-Agency Safeguarding Hub), via Reading Children’s Single Point of Access (CSPA), and the Headteacher, as appropriate. If there are concerns that a student is at risk of harm and the concerns are not taken seriously, the DSO/Headteacher must contact the LADO.

- To set-up a good, accurate and confidential record-keeping system to monitor all students about whom concerns have been expressed, whether or not these concerns lead to a safeguarding referral.
- To develop effective links and communication with other agencies, such as Brighter Futures for Children, police and health care providers to contribute to inter-agency enquiries, Section 17 (CIN) and/or section 47 (CP) assessments, safeguarding meetings and child protection conferences.
- To work with pastoral leaders to ensure any specific responsibilities or tasks required in the care of students on a child protection/child in need (Child in Need is defined as a young person who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or if a young person is disabled) plan are fulfilled, including monitoring absence and reporting absence to Social Worker for students on a Child Protection Plan.
- To work with pastoral leaders to foster an environment where students feel secure, are encouraged to talk and are listened to.
- To ensure information regarding safeguarding and child protection will only be shared with appropriate parties, including with new educational institutions where a student transfers to a different school.
- To take steps to ensure the safety of all members of the school community from the presence of visitors on site.
- To make parents/carers aware of the academy's responsibilities in safeguarding.
- To follow-up any referrals made with the other agencies involved and to keep relevant staff informed.
- To develop ways in which the curriculum can be used to prevent child abuse and ensure that students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- To liaise with MASH, via Reading Children's Single Point of Access (CSPA), where a child has been part of a private arrangement (where a child under 16, or under 18 if registered disabled, has been cared for and provided accommodation by someone who is not a close family relative, i.e. grandparent, sibling, uncle or aunt) for more than 28 days.
- To be alert to children and young people within the academy who are at risk of: physical/emotional/sexual abuse, neglect, domestic violence, female genital mutilation, forced marriage, being missing in education [See Appendix B], child trafficking, radicalisation and bullying.
- To be alert to the specific needs of children in need, those with specific educational needs and young carers.
- To create an immediate needs and risk assessment, which will be recorded and kept under review, when there has been a report of sexual violence. The school will liaise with CSPA. Reports to the Police will be in parallel with a referral to CSPA. Risk and needs assessments needs to consider:
 - the victim, especially their protection and support
 - the alleged perpetrator
 - all the other young people at the academy and actions that are appropriate to protect them
- To have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively, when required.

3. Responsibilities of the Governing Body:

- To ensure that an effective safeguarding and child protection policy is in place and is reviewed annually.
- To ensure the academy creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help to deter, reject or identify people who might abuse children.
- To ensure that at least one member of an appointing panel will have attended safer recruitment training.
- To ensure the academy maintains and up to date Single Central Record [SCR] for all staff, governors and volunteers, and the dates for all appropriate safeguarding checks.
- To monitor the adequacy of resources committed to safeguarding and child protection, and to staff and governor training.
- To recognise that neither it, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection, nor a right to know details such as cases, except when exercising their disciplinary functions in respect to allegations against staff.
- To make sure the Safeguarding and Child Protection policy is available to parents/carers.
- To prioritise the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- To give consideration as to how children and young people may be taught about safeguarding as part of providing a broad and balanced curriculum.
- To undertake appropriate training to ensure that they are clear about their statutory safeguarding duties.

The appointed safeguarding governor should agree with the Governing Body how these responsibilities should be monitored and reported.

WHEN TO BE CONCERNED

All staff, governors and volunteers should be aware of the main categories of abuse below, and of the potential signs/indicators of abuse in Appendix A:

1. Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child, including female genital mutilation (FGM) and so-called 'honour-based' violence. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2. Emotional abuse:

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

exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. Witnessing domestic violence, e.g. slapping, punching, kicking, bruising, rape, ridicule, threats, manipulation, sleep deprivation, social isolation and other controlling behaviours all count as abuse.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. Sexual abuse and Child Sexual Exploitation [CSE]:

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 and could lead to Child Sexual Exploitation. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual exploitation of children and young people involves exploitative situations, contexts and relationships where the young person receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition, e.g. being persuaded to post images on the internet/mobile phone without immediate payment or gain. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's limited availability of choice, as a result of their social, economic or emotional vulnerability or vulnerability through aspiration. A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. Sexual exploitation can take many forms ranging from seemingly consensual relationship where sex is exchanged for affection to gifts, to serious organised crime by gangs and groups: (1) **Inappropriate relationships** usually involve just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser. (2) **Boyfriend/girlfriend** is where the abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened violence if they try to seek help. (3) **Organised exploitation and trafficking** is where victims are trafficked through criminal networks and forced or coerced into sex with multiple men/women. They may also be used to recruit new victims. This serious organised activity can involve buying and selling of young people.

4. Neglect:

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

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5. Peer on Peer abuse:

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways such as:

- bullying, including cyber-bullying
- physical abuse, such as hitting, kicking, shaking, biting, hair pulling, etc.
- sexual violence and sexual harassment
- youth produced sexual imagery (sexting)
- initiation/hazing type violence and rituals

Staff must remember that this is abuse and must never be passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

It is likely that to be considered a safeguarding allegation against a student, some of the following features may be found. The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the academy
- indicates that other students may have been affected by this student
- indicates that young people outside the academy may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical abuse: violence (particularly, pre-planned), forcing others to use drugs or alcohol
- Emotional abuse: blackmail, extortion, threats and intimidation
- Sexual abuse: indecent exposure, indecent touching or serious sexual assault, forcing others to watch pornography or take part in sexting.
- Sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts.
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Up skirting is a criminal act, (Voyeurism (Offences) Act 2019).

Our policy on peer on peer abuse and bullying is set out in our Anti-Bullying and Discrimination policy. Our policy on racist incidents is set out in our Behaviour policy. In cases of sexting, we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2016, updated January 2017: 'Sexting in schools and colleges, responding

to incidents, and safeguarding young people'. Students will be supported via the pastoral system and STAR Centre provision. Allegations will be recorded through behaviour and safeguarding records.

6. Serious violence:

Staff should be aware of indicators, which may be a signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school
- Change in friendships
- Relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in well-being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

7. Radicalisation and extremism:

Students should know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Radicalisation is where groups/individuals attempt to persuade young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Extremism is defined in the 2015 Prevent Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity that supports terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

As part of the Counter Terrorism and Security Act (2015), schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. Through work in PSHCE and assemblies we will ensure that pupils are informed about the dangers of extremism and radicalisation, and that they know who they should talk to if they have any concerns. The academy will also make use of the 'Educate Against Hate' website which was launched by the government to support education and training.

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Conflict with family over lifestyle
- Confused identity
- Victim or witness of hate or race crime

- Rejection by peers, family, social group or faith

Where there are concerns staff must report any issues to a DSO or Headteacher. If the matter is urgent then Thames Valley Police must be contacted by dialling 999. Channel is a programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for staff to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals must be made in the usual way to the Designated Safeguarding officers.

8. Forced Marriage [FM]:

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or other forms of coercion are used to cause a person to enter into a marriage. Some communities use religion and culture as a way to coerce a person into a marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people may not refer to 'forced marriage' in conversations but may refer to older siblings being 'sent back home' to marry a relative or family friend. Staff can contact the Forced Marriage Unit if they need advice or information: 0207 008 0151 or email fmu@fco.gov.uk.

9. Female Genital Mutilation [FGM]:

FGM is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. Girls are at particular risk of FGM during school holidays as this is a time when families may take their children abroad for the procedure. Many girls may not be aware that they are at risk of FGM. *There is a mandatory reporting duty which requires staff to report 'known' cases of FGM in under-18s to the police.* The duty applies to the individual who becomes aware of the case to make the report. It should not be transferred to the Safeguarding Team, however, the DSOs must be informed and a report to the police must be made by the close of the next working day by the member of staff personally. Staff must not examine the student themselves. Victims of FGM are likely to come from a community that is known to practise FGM (such as Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians, Eritreans, Yemeni, Kurdish, Indonesian and Pakistani).

10. Honour-Based Violence [HBV]:

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, FM, and practices such as breast ironing. All forms of so-called HBV are abuse and should be handled and escalated as such.

11. Youth-produced sexual imagery [Sexting]:

Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. Creating and sharing sexual photos and videos of under-18s is illegal and presents a range of risks. Types of incidents may include a child creating a sharing sexual imagery of themselves to a peer under the age of 18, a young person sharing sexual imagery created by another person under age of 18 with a peer under the age of 18 or an adult, or a person under age of 18 in possession of sexual imagery created by another person under the age of 18.

12. Child Criminal Exploitation [County Lines]:

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

13. Domestic Abuse:

Defined as 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass psychological, physical, sexual, financial and emotional. Exposure to Domestic abuse of Domestic Violence [DV] can have a long-lasting emotional and psychological impact on young people. Highdown School works with Thames Valley Police as part of 'Operation Encompass' to receive reports where a young person has been present at a location where DV has been reported.

14. Sexual violence and sexual harassment:

This can occur between two young people at any age and sex. It can also occur through a group of young people sexually assaulting or sexually harassing a single young person or group of young people. There is a continuum and these may overlap, they can occur online and offline and are never acceptable. All victims will be taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows females, young people with SEND and LGBT persons are at a greater risk. Any behaviours related to these issues will not be tolerated and will not be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence refers to sexual offences under the Sexual Offences Act (2003) and includes rape, assault by penetration and sexual assault. **Consent** is about having the freedom and capacity to choose. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Students at Highdown have focused sessions on the meaning of consent through PSHCE curriculum.

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include: sexual comments, sexual jokes/taunting, physical behaviour such as deliberately brushing against someone or displaying pictures/photos/drawings of a sexual nature, non-consensual sharing of sexual images/videos, sexualised online bullying, unwanted sexual comments on social media, and/or sexual exploitation. If staff have a concern about a young person or a student makes a report to them, staff must complete a referral to the Safeguarding Team in the usual way.

15. Other aspects of risk requiring highlighting:

Links to many of these topics can be found in Keeping Children Safe in Education (2018): Children and the Court System, Drugs, Fabricated/induced illness, Homelessness, Faith abuse, Gangs and youth violence, gender-based violence/violence against women and girls (VAWG), children with family members in prison, mental health and self-harm (see our Mental Health policy).

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between young people outside the academy. All staff, but particularly the Safeguarding Team, should consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding** [meaning assessment of young people should consider whether wider environmental factors are present in a young person's life that are a threat to their safety and/or welfare].

If, at any point, there is a risk of immediate serious harm to a child, and the persons named above as members of the Safeguarding Team are not available, a referral must be made to children's social care immediately. Anybody can make a referral.

CHILDREN WITH SEN AND DISABILITY

All staff must recognise the additional safeguarding challenges this group can face:

- assumptions that indicators of possible abuse, such as changes in behaviour, mood and injury relate to the student's disability
- being more prone to peer group isolation than other young people
- the potential for students with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

USE OF FORCE

There are circumstances when it is appropriate for staff to use **reasonable force** to safeguard young people. The term reasonable force refers to a broad range of actions that involve a degree of physical contact to control or restrain. This can range from guiding a student to safety by the arm to break up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

When using reasonable force in response to risks by incidents involving students with SEND or with medical conditions, staff should consider the risks carefully to recognise the additional vulnerability of these groups.

INFORMATION SHARING

Information sharing between professionals and external agencies is vital in identifying and tackling all forms of abuse. GDPR does not provide a barrier to sharing information pertaining to keeping young people safe from harm or neglect. Records relating to students will be maintained securely beyond their time on roll should records need to be accessed in the future. Records will be transferred securely as required if students change schools, either by encrypted email or recorded postal delivery. Information will be shared with the CSPA via secure email.

The DSL is responsible for keeping the confidential files of students on the Child Protection register and for keeping the list of students up-to-date. Information should be obtained from primary schools on the transfer of students into the academy.

The need for confidentiality and the dissemination of information on a 'need to know' basis should be recognised. Members of staff must not discuss information concerning a student in any public place but should respect the privacy of the child and his/her family.

Safeguarding records are now maintained digitally adding levels of security. Previous hard-copy records are securely locked.

PARENTS/CARERS

The Designated Person making a referral will consult Social Services as to whether it is appropriate to inform parents/carers that a referral has been made, as this may prejudice the investigation by Social Care or the police.

Our duty to safeguard and promote young people's welfare extends to caring for young people staying with exchange student families in the UK. When arranging **homestay**, we will consider the suitability of the adults in the respective families who will be responsible for the visiting young person during the stay. The responsible adults will be considered to be engaging in regulated activity for the period of the stay. An enhanced DBS with barred list information will be completed and can be obtained free of charge. If there are other people in the family aged over 16, then Highdown can decide whether they will do an enhanced DBS check for those 16 and 17 year olds who live in the house.

Any member of the public can make a referral to Children's Single Point of Access (CSPA) via www.reading.gov.uk/childrensreferralform or by contacting 0118 937 3641 if they have any specific safeguarding concerns about a young person.

SAFER RECRUITMENT

Highdown School and Sixth Form Centre will ensure all appropriate measures are applied in relation to everyone working in the academy. All recruitment panels will include a member of staff who has completed the Safer Recruitment training. The academy's commitment to safeguarding and child protection will be explicit throughout the recruitment process. Safer recruitment practice also includes scrutinising applications, verifying identification and qualifications, references and checking previous employment history. All required checks, e.g. Enhanced DBS and Prohibition Checks, will be completed in advance of employment.

We understand that some people otherwise unsuitable for working with children and young people may use volunteering to gain access to children. For this reason, any volunteers in the academy, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff. Volunteers will not be allowed to work unsupervised with students without appropriate checks in place.

Staff involved in regulated activity (responsible on a regular basis for teaching, training, instructing, caring for, or supervising students; or carrying out paid or unsupervised unpaid work regularly in the academy where that work provides opportunity for contact with students; or engaging in overnight care even if only once) are required to have an enhanced DBS with barred list check completed. For all other staff who have an opportunity for regular contact with students who are not engaging in regulated activity, an enhanced DBS check without barred list check is required. A supervised volunteer who regularly teaches or looks after young people in the academy are not in regulated activity.

In addition to obtaining a DBS certificate, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional S128 check is required. This includes: governors, headteacher, Senior Leaders and department heads.

Prior to appointment and start of employment all checks are completed, including a candidate's mental and physical fitness to work, verification of their right to work in the UK, overseas check of good character, and verification of professional qualifications, with at least two references being checked.

Volunteers who, on an unsupervised basis teach or look after young people regularly, will be in regulated activity. Highdown School will obtain an enhanced DBS including barred list certificate. Highdown School will undertake a risk assessment (which will be recorded) for each volunteer based on:

- the nature of the work with young people
- what Highdown knows about the volunteer, including formal and informal information offered by staff, students, parents and other volunteers
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check.

For training teachers, DBS checks are conducted by the initial training teacher provider. For agency staff, DBS checks are conducted by the agency company. In both cases, written notification of checks completed will be provided.

Governors of Highdown School and Sixth Form Centre are required to have an enhanced DBS certificate. Governance does not require a barred check unless, in addition to their governance duties, they are involved in regulated activity.

Contractors working at Highdown School will be expected to have an enhanced DBS certificate. The identity of contractors will be checked upon their arrival at the academy.

Where alternative provision is in place for students, their safeguarding remains the responsibility of Highdown School. Highdown School will expect to have written confirmation that all appropriate vetting and barring checks have been completed at the alternative provider for individuals working there.

Work experience placement providers will be expected to ensure policies and procedures are in place to protect young people from harm. Barred list checks may be required on some people

who supervise a young person under the age of 16 on a work experience placement. Consideration will be given to the nature of the supervision and activity to determine what, if any, checks are required, e.g. will the supervisor be unsupervised themselves, will the person be providing training/supervision frequently (more than 3 days in a 30 day period or overnight). If the person is unsupervised and the same person is in frequent contact with the young person, the work is likely to be regulated. In this case, the employer providing work experience would be expected to ensure the person is not a barred person. Highdown School and Sixth Form Centre is not able to request an enhanced DBS check with barred list information for staff supervising young people aged 16 or 17 on work experience.

All checks are recorded and maintained with the Single Central Record [SCR] by the School Business Manager.

Guidance and procedures for dealing with allegations against staff can be found in the separate 'Allegations of abuse against staff' policy. Staff members and volunteers are encouraged to raise any concerns that they may have regarding poor or unsafe practice directly with the academy's senior leadership via the Confidential Reporting (Whistleblowing) Procedure (Staff Handbook).

If there are concerns about an existing member of staff, then Highdown School will carry out all relevant checks as if the member of staff were new. Highdown School and Sixth Form Centre has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a young person where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Where a teacher has been dismissed or Highdown School and Sixth Form Centre no longer uses the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they will be referred to the Secretary of State as required by sections 141D and 141E of the Education Act 2002.

SAFE WORKING PRACTICES

All staff will take care not to place themselves in a vulnerable position with a child/young person. Staff advised to:

- Avoid physical contact with student (unless absolutely necessary)
- Hold one to one conversations in a public space, where possible, or with door open and student nearest door.
- Do not communicate with students or former students via Social media or personal email accounts
- Do not post anything on social media that you wouldn't want a family member want to see

REVIEW OF POLICY

The Safeguarding and Child Protection Policy will be reviewed annually by the DSL in conjunction with the Senior Leaders and will be overseen by the Full Governing Body.

The implementation of the policy will be reviewed during the academic year via the Link Governance procedures with the allocated Safeguarding Governor.

APPENDIX A

Indicators of harm and/or abuse and extremism/radicalisation

PHYSICAL ABUSE

- Bruising:
 - In or around the mouth
 - Two simultaneous bruised eyes and/or haemorrhaging behind eye lashes
 - Repeated or multiple bruising in places unlikely to be injured accidentally, e.g. back, mouth, ear, stomach, under arm, neck
 - Outline of object used, e.g. belt mark, hand prints or hair brush
 - Linear bruising, e.g. on buttocks, back or face
 - Bruising or tears around/behind ears
 - Grasp marks on arms or leg
- Fractures:
 - Grounds for concern if history provided is vague or inconsistent, there are associated old fractures, or medical attention is sought after a delay.
 - Rib fractures
 - Skull fractures
- Poisoning: Ingestion of tablets may be self-harm.
- Fabricated or induced illness by carer:
 - Discrepancies between reported and observed medical conditions
 - Attendance at various hospitals
 - Development of eating disorders
 - Abnormal attitudes to own development
 - Does not put on weight/grow
 - Dislike of close physical contact by others
 - Low self esteem
 - Poor quality or no relationships with peers because social interactions are restricted
 - Poor attendance and under-achievement
- Bite marks
- Burns or scalds, e.g. circular burns from cigarettes, linear burns from hot metal rods/fire elements, burns of uniform depth over a large area, scalds that have a line indicating poured liquid.
- Scars, e.g. large number of unusually shaped scars
- Emotional/behavioural presentation:
 - Refusal to discuss injuries
 - Admission of punishment which appears excessive
 - Fear of parents being contacted and fear of returning home
 - Arms/legs kept covered in warm weather
 - Fear of medical help
 - Aggression towards others
 - Frequently absent from school
 - Explanation inconsistent with injury
 - Different explanations for injury

EMOTIONAL ABUSE

- Aggressive behaviour towards others

- Child scapegoated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate response to painful situations
- Neurotic behaviour, e.g. rocking, hair twisting, thumb sucking
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing
- Air of detachment, 'don't care' attitude
- Depression, withdrawal
- Attention-seeking, poor attention, hyper-activity
- Hyper-vigilance

NEGLECT

- Physical presentation:
 - Failure to thrive, e.g. shorter stature
 - Underweight
 - Frequent hunger
 - Dirty, unkempt condition
 - Inadequately clothed, clothing in a poor state of repair
 - Red/purple mottled skin (hands and feet) in winter due to cold
 - Swollen limbs with sores that are slow to heal
 - Abnormal voracious appetite
 - Dry, sparse hair
 - Recurrent/untreated infections/skin conditions, e.g. eczema, head lice, diarrhoea
 - Poor dental hygiene
- Development:
 - Delayed speech and language
 - Inadequate social skills and poor socialisation
- Emotional/behavioural presentation:
 - Absence of normal social responsiveness
 - Emotionally needy
 - Compulsive stealing
 - Constant tiredness
 - Frequently absent or late to school
 - Poor self esteem
 - Destructive tendencies
 - Thrives away from home environment
 - Aggressive and impulsive behaviour
 - Disturbed peer relationships
 - Self-harming behaviour

SEXUAL ABUSE

- Physical presentation:
 - Urinary infections
 - Recurrent pain on passing urine or faeces
 - Blood on underclothes
 - STI/STD
 - Pregnancy in younger girl where identity of father is not disclosed
 - Bruising to lower body
 - Throat infections
- Emotional/behavioural presentation:
 - Makes a disclosure
 - Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
 - Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
 - Self-harm – eating disorders, self-mutilation and suicide attempts
 - Poor self-image, self-hatred
 - Reluctant to undress to PE
 - Running away from home
 - Poor attention/concentration
 - Sudden changes in school work habits, becoming truant
 - Withdrawal, isolation or excessive worrying
 - Inappropriate sexualised conduct
 - Wetting or other regressive behaviours, e.g. thumb sucking
 - Draws sexually explicit pictures
 - Depression
 - Acting 'like a baby'
 - Tendency to cry and/or to cling

SEXUAL EXPLOITATION [CSE]

- Involved in abusive relationship, intimidated and fearful of certain people or situations
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Associate with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, e.g. hotels or known brothels
- Go missing from home, care or education or are regularly late home at night
- Show signs of sexual abuse or grooming
- Unexplained money, gifts or possessions
- Becomes pregnant
- Misuse drugs or alcohol
- Reluctance to engage with technology in school

FEMALE GENITAL MUTILATION [FGM]

- Severe pain
- Shock
- Bleeding

- Wound infections, e.g. tetanus, HIV, hepatitis B and hepatitis C
- Inability to urinate and/or spending long periods of time away from the classroom whilst at toilet
- Has bladder or menstrual problems
- Difficulty sitting, walking or standing
- In conversation a child may talk about FGM
- A child may express anxiety about a 'special ceremony' or refer to a 'special procedure' or 'becoming a woman'
- Change in behaviour pre- and post- summer holiday
- Evident discomfort around PE lessons post holiday

RADICALISATION

- Changing style of dress
- Day to day behaviour increasingly centred around extremist ideology
- Possession of materials associated with extremism
- Insulting or derogatory names or labels for other groups
- Justifying extremism or any offending on behalf of a group
- Condoning/advocating any violence and showing sympathy for extremist causes
- Using extremist views to explain personal disadvantage
- Glorifying violence, especially to other faiths and cultures
- Evidence of possessing illegal or extremist literature
- Changes to peer relationships
- Online searches or sharing extremist messages or social profiles
- Graffiti, art work or writing that displays extremist themes
- Verbalising anti-Western or anti-British views

COUNTY LINES

- Missing episodes
- Change in social/peer groups
- Change in engagement
- Change in behaviour(s)
- Additional and unexplained money

APPENDIX B

Child missing in education

All children, regardless of circumstances, are entitled to a full-time education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may also indicate mental health problems or risk of substance abuse.

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 FM.

At Highdown School and Sixth Form Centre, we monitor attendance carefully and address poor or irregular attendance without delay. In response to Keeping Children Safe in Education (2018), the academy has:

- Staff, including specialist Attendance Officer, who understand what to do when children do not attend regularly.
- Appropriate procedures and responses for students who go missing from education
- Procedures to inform the local authority when we plan to take students off-roll when they:
 - Leave academy to be home educated
 - Move away from academy's location
 - Remain medically unfit beyond compulsory school age
 - Are permanently excluded