



**Policy Number:** 12

**Title:** Safeguarding & Child Protection Policy

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November 2020	0.2	<ul style="list-style-type: none"><li>Changes mirror updated guidance <i>Keeping Children Safe in Education</i> – now Sept 2020.</li><li>Changes to Essential Information section, to mirror West Berkshire (WB) model policy and updated Safeguarding Team information.</li><li>Mental Health has been added to the Appendix 1 and included in definitions about safeguarding concerns.</li><li>Addition of the responsibility for supply and agency staff.</li><li>Sec 11, a; definition of safeguarding mirrors WB policy.</li><li>Inclusion of <i>MyConcern</i> reporting mechanism.</li><li>Updated link to <i>Guidance for Safer Working Practice for Adults who Work with Children and Young People</i> – now May 2019.</li><li>Revised <i>Peer on Peer</i> definition to mirror WB policy.</li><li>Harm from outside of school, changed to <i>Contextual Safeguarding</i> to mirror WB policy.</li><li>Inclusion of section relating to Safeguarding and Child Protection arrangements during school closure.</li></ul>

- Changes mirror updated guidance *Keeping Children Safe in Education* – now Sept 2020.
- Changes to Essential Information section, to mirror West Berkshire (WB) model policy and updated Safeguarding Team information.
- Mental Health has been added to the Appendix 1 and included in definitions about safeguarding concerns.
- Addition of the responsibility for supply and agency staff.
- Sec 11, a; definition of safeguarding mirrors WB policy.
- Inclusion of *MyConcern* reporting mechanism.
- Updated link to *Guidance for Safer Working Practice for Adults who Work with Children and Young People* – now May 2019.
- Revised *Peer on Peer* definition to mirror WB policy.
- Harm from outside of school, changed to *Contextual Safeguarding* to mirror WB policy.
- Inclusion of section relating to Safeguarding and Child Protection arrangements during school closure.

This policy and procedures should be read in conjunction with other related school policies, including:

- Whistleblowing Policy.
- Positive mental Health & Self-Harm Policy.
- Anti-Bullying Policy.
- Behaviour Policy.
- De-escalation and Physical Intervention Policy.
- PSHE Policy.

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## Essential Information

### Designated Safeguarding Lead (DSL):

Robin Askew (Vice Principal Care)	Email: <a href="mailto:r.askew@maryhare.org.uk">r.askew@maryhare.org.uk</a>
	Phone: 01635 244 245

### Deputy Designated Safeguarding Leads:

Louise Osborn (Joint Head of Care)	Email: <a href="mailto:l.osborn@maryhare.org.uk">l.osborn@maryhare.org.uk</a>
	Phone: 01635 244 312
Charlie Hadley (Wellbeing Co-ordinator)	Email: <a href="mailto:c.hadley@maryhare.org.uk">c.hadley@maryhare.org.uk</a>
	Phone: 07464545250
Emma Kennett (Head of Performing Arts)	Email: <a href="mailto:e.kennett@maryhare.org.uk">e.kennett@maryhare.org.uk</a>
	Phone: 01635 244 252
Sarah Woodey (Primary, Assistant Head Teacher)	Email: <a href="mailto:s.woodey@maryhare.org.uk">s.woodey@maryhare.org.uk</a>
	Phone: 01635 573 800

### Governor Contacts:

Andrew Strivens, Chair of Governors	Email: <a href="mailto:h.sutherland@maryhare.org.uk">h.sutherland@maryhare.org.uk</a>
Paul Ludlow, Safeguarding Governor	Email: <a href="mailto:h.sutherland@maryhare.org.uk">h.sutherland@maryhare.org.uk</a>

### Safeguarding Team:

Mr Peter Gale (Principal)  
Mrs Dana Williams (School Nurse)  
Miss Michele Flannery (Head of Year 7 + 8)  
Mr Ed Rose (Team Leader, MHPS)  
Mr Robert Rattray (Head Teacher, MHPS)

All staff and Governors listed form the Safeguarding and Child Protection Team for both the Primary and Secondary sites.

### Safeguarding Referrals:

- By telephone **Contact, Advice & Assessment Service (CAAS)**: 01635 503090
- By email: [child@westberks.gov.uk](mailto:child@westberks.gov.uk)
- Children's Services Out of Hours Emergency Duty Service (EDT): 01344 786543 (This includes evenings, 24 hours on weekends and bank holidays)
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly using 999/101**

**Safeguarding advice:**

<b>LADO/ Quality Assurance and Safeguarding Service</b>	Fiona Goussard 01635 503190 (via CAAS) <a href="mailto:cpadmin@westberks.gov.uk">cpadmin@westberks.gov.uk</a>
<b>Principal Education Welfare and Safeguarding Officer, and PREVENT Link for Education</b>	Linda Curtis 01635 519788 <a href="mailto:Linda.curtis@westberks.gov.uk">Linda.curtis@westberks.gov.uk</a>
<b>Education Safeguarding Officer</b>	Joan Ball 01635 503156 <a href="mailto:joan.ball@westberks.gov.uk">joan.ball@westberks.gov.uk</a>
<b>Prevent Officer Thames Valley Police</b>	Prevent Officer 07800702319 / 01189636349 <a href="mailto:Preventreferrals@thamesvalley.pnn.police.uk">Preventreferrals@thamesvalley.pnn.police.uk</a>

Other agencies:

**Ofsted:** General enquiries: 0300 123 1231  
About concerns: 0300 123 4666  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**NSPCC:** Reporting concerns online, or options if you are deaf, or hard of hearing visit:  
[www.nspcc.org.uk/what-you-can-do/report-abuse/](http://www.nspcc.org.uk/what-you-can-do/report-abuse/)  
Text: 88858  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Tel: 0808 800 5000 (free service, line open 24 hours a day)

**Childline:** Tel: 0800 1111

**Mary Hare School**  
**Safeguarding and Child Protection policy**

## **Policy aim**

1. This policy has been authorised by the Governors, it applies to all members of staff (including supply and agency staff), Governors, volunteers and visitors to the school. We ensure that all parents and other working partners are aware of our child protection policy and procedures by publishing it on the School website, displaying appropriate information in staff rooms and offices and by raising awareness on the back of staff and visitor badges, at reception through a leaflet and during meetings with new parents. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.
2. Where Mary Hare School (MHS) is used this includes both the Primary and Secondary schools.
3. Mary Hare School fully recognises safeguarding and promoting the welfare of children is everyone's responsibility. The pupils' welfare and safety is of paramount importance. All staff, Governors, volunteers and visitors who come into contact with our pupils and their families and carers has a role to play in safeguarding children.
4. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment.
5. **All** staff at MHS are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. All staff encourage children and parents to feel free to talk about any concerns and to see the school as a safe place. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.
6. This policy has been compiled with regard to guidance issued by the Secretary of State for Education (DfE) in accordance with the following legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]. The main source of guidance currently being: [Working Together to Safeguard Children \(July 2018\)](#), [Keeping Children Safe in Education \(Sept 2020\)](#) and [What to do if you are worried a child is being abused – Advice for practitioners \(March 2015\)](#). As well as following the local inter-agency procedures of the West Berkshire Safeguarding Partners.

## **Commitment**

7. The DSL, supported by the Principal, will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the Governing Body and its Care & Education Committee at least three times a year (see the DSL's responsibilities below). Exceptional incidents will be reported to the Chair and to the designated Governor as soon as practicable.
8. All staff should be aware of the additional challenges faced by some of our pupils in understanding what they are being asked and in explaining what has happened to them. While staff must be mindful of the importance of not leading or suggesting, they will need to ensure that the pupils understand and are understood. Many pupils will choose to have a member of staff with them if they have any interviews or meetings with outside agencies.
9. All staff should be aware of the statutory guidance from the Department for Education [KCSE Sept 2020](#). The Principal and Governing Body will ensure that **all staff in the school will have read at least part one of this guidance.**
10. All staff are required to sign the school Code of Conduct, which includes the declaration that they have read and understood part one of [KCSE Sept 2020](#).
11. Mary Hare School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to:
  - a) protect children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes
  - b) promote an ethos where children feel secure and are encouraged to communicate with staff, are listened to, taken seriously and responded to appropriately.
  - c) let pupils know there are adults in the school with whom they can talk to if they are concerned about themselves or others.
  - d) promote the voice of our pupils' in decision making that affects them.
  - e) display posters which detail contact numbers and methods of accessing appropriate support services for deaf children and young people, such as, Childline and NSPCC.
  - f) support children and young people through the curriculum and other opportunities to develop and understand the skills they need to stay safe from abuse.
  - g) encourage and promote positive and safe behaviour among children through our behaviour policy and ensure staff are vigilant to changes in pupil

behaviour which may be an indicator of abuse.

- h) follow the local inter-agency procedures of the Berkshire West Safeguarding Children Partnership (BWSGP).
- i) protect each pupil from any form of abuse, whether from an adult or another pupil.
- j) be alert to signs of abuse both in the School and from outside.
- k) deal appropriately with each suspicion or allegation of abuse in accordance with [KCSE Sept 2020](#) and by consulting with the Local Authority Designated Office (LADO).
- l) support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
- m) be alert to the medical and mental health needs of children.
- n) operate robust health & safety procedures.
- o) ensure that School premises are as secure as circumstances permit.
- p) provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
- q) operate clear and supportive policies on drugs, alcohol and substance misuse.
- r) maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.
- s) train staff appropriately according to relevant guidance and according to their role and responsibilities. Provide regular opportunities for safeguarding briefings and updates. Ensure all training undertaken is recorded. Records are kept of any training undertaken.
- t) employ robust recruitment and selection procedure to ensure all appropriate checks are carried out on staff and volunteers who work with our pupils.

12. Ensure every Child Protection concern, complaint, or suspicion of abuse from within or outside the School is taken seriously and followed up and, as set out in this policy, referred to an external authority such as the Local Authority Designated Officer (LADO), the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC. In each case, the matter will be referred to West Berkshire Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in [KCSE Sept 2020](#) is specific, namely that the employer (school)

should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.

13. Provide formal training to the DSL and Safeguarding Team. Universal Safeguarding Training will be provided to Care Staff every two years and all other staff every three years. This training is in accordance to the most up-to-date training material provided by West Berkshire Safeguarding Children's board. Records of this training will be monitored by Governors. In addition, all staff will receive safeguarding and child protection updates, at least annually, either via email, the safeguarding notice board (located in the school staff room), staff meetings and training opportunity, as required and with relevant material to maintain and promote knowledge on effective safeguarding practice.

## Roles and responsibilities

### General

14. Safeguarding and promoting the welfare of children is **everyone's** responsibility. All staff at MHS, as well as volunteers and visitors who come into contact with our pupils, should promote a child-centred approach, considering, at all times, what is in the best interest of the child and maintaining an attitude of '**it could happen here**' in regards to safeguarding.
15. All staff should be aware of the school policies and procedures which support safeguarding. This is explained during the induction process. As well as discussions, copies of the following are made available during the induction process:
- the MHS Safeguarding and Child Protection Policy,
  - the Staffing Policy,
  - the Code of Conduct,
  - the role of the Designated Safeguarding Lead and Safeguarding Team,
  - a copy of Part one of [Keeping Children Safe in Education \(Sept 2020\)](#).
  - a copy of [Guidance for Safer Working Practice for Adults who Work with Children and Young People \(May 2019\)](#).
16. Copies of mandatory policies and a link to [KCSE Sept 2020](#) can be found on our website.
17. Any concerns must be discussed with the Designated Safeguarding Lead (or in their absence, a Deputy Designated Safeguarding Lead, or member of the Safeguarding Team).
18. All staff have responsibility to provide a safe environment to protect children from abuse and promote their welfare.

19. All staff should understand their role in identifying individuals who may benefit from early help (further detailed information on early help can be found in chapter 1 of [WTSC July 2018](#)). Where a referral to social services is not considered appropriate, staff should consider what support the child or young person and their family could find useful. This could be support offered within school or the involvement of other agencies. This should be discussed with the DSL. It may be useful to undertake an *Early Help Assessment* to clarify and record details and actions taken or not taken in support of any pupils concerned.
20. Staff need to be aware of their role in any early help offered, such as liaising with the DSL, sharing information with other professionals or agencies and in some cases the responsibility of acting as the lead professional in undertaking a EHA.
21. All staff should be aware of the signs of abuse and neglect. Types of abuse and neglect, and examples of other safeguarding issues are described in *Appendix 1*.
22. Understanding what to look for is vital to the early identification of abuse and neglect. All staff are to discuss any concerns, or if they are unsure, discuss any observations with the DSL.
23. Where a **teacher** or one of the **school nurses**, discovers that an act of FGM appears to have been carried out on a girl under the age of 18; the teacher/nurse are legally required to report this to the police. For further guidance see [\*Mandatory Reporting of Female Genital Mutilation – procedural information\*](#).
24. While the legal duty described in Sec:21 above is limited to the specified professionals, **all staff** have a responsibility to take appropriate safeguarding action in relation to any identified or suspected cases of FGM, in line with this policy and [\*KCSE Sept 2020\*](#).
25. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care, or the police (on 999) immediately. Anybody can make a referral.** Where referrals are not made by the DSL, staff must inform the DSL as soon as possible.
26. See flow chart on page 16 setting out the process for staff who have a concern about a child or young person.
27. Staff should report any concern (including mental health), conversation or event, through MyConcern or through speaking directly with the DSL team. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child. A record of any decision and the reason for the decision should also be recorded and made available to the DSL.
28. In the case of allegations brought against a colleague, to refer the incident to the DSL who will then refer this to the Principal immediately (please see the

section below on Staff Allegations).

29. All staff have a responsibility to undertake appropriate training including induction training and refresher training at three-yearly intervals (two-yearly intervals for care staff). There will be other opportunities to refresh and keep up-to-date with safeguarding information throughout the academic year, via emails, staff meetings and the safeguarding notice board.

### **Designated Safeguarding Lead (DSL)**

30. The School has appointed a senior member of staff with the necessary status and authority to be responsible for matters relating to child protection and welfare. The main responsibilities of the DSL are:

- a) to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) to be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- c) to be available to all staff of the School community for consultation on child protection issues and early help strategies.
- d) to co-ordinate the safeguarding and child protection procedures in the School.
- e) to maintain an on-going training programme for all School employees.
- f) to monitor the keeping, confidentiality and storage of records in relation to child protection.
- g) to liaise with the Local Authority Designated Officer (LADO).
- h) to ensure that appropriate action is taken in the School and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- i) to contact the duty social worker or the duty education welfare/social worker/LADO within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- j) to monitor records of pupils in the School who are on a Child Protection Plan (CPP) to ensure that their records are maintained and updated as notification is received.
- k) to liaise with other professionals to ensure that children on a CPP are monitored.
- l) where appropriate, to take part in the child protection conferences or reviews. When the DSL cannot attend, he or she will ensure that a key member of staff attends. Where this is not possible, to insure the written report is provided to the conference from the school (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child).

- m) to inform the SSD Child Protection Co-ordinator in writing when a child on a CPP moves to another School and to inform the new School of the child's status on a CPP.
- n) in consultation with the Principal, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- o) to ensure that the curriculum offers opportunities for raising student awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
- p) together with the Principal and School Leadership, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors. The school discharges this responsibility for an Annual report three times in the school year in line with the cycle of Governors' meetings.

31. The School has appointed four Deputy Safeguarding Leads and a wider Safeguarding Team to act in the absence of the Designated Safeguarding Lead (DSL).

32. If the DSL is unavailable or is the subject of a complaint, duties will be carried out by the Deputy Designated Safeguard Lead who has received appropriate training in safeguarding and inter-agency working.

## **Principal**

33. The Principal will ensure that:

- all policies that support the safeguarding and child protection of the child and young people at MHS are followed by all staff.
- sufficient time is allocated and resourced to enable the DSL and Safeguarding Team to complete they statutory responsibilities, including record keeping, monitoring safeguarding practice, talking part in strategy meetings, and the reporting and contributing to the assessment of children.
- children's safety and welfare are addressed through the curriculum.

## **Governing Body**

34. The Governing Body has the responsibility to ensure that MHS complies with safeguarding duties under legislation and guidance. Safeguarding and child protection is a standing item at all governing body meetings and forms the bases of the *Standard 20* monitoring visits which is carried out six times a year.

35. The Governing Body ensures that:

- at least one of its members is a named person responsible for Safeguarding and Child Protection.

- there are appropriate policies and procedures in place that promote the safety and well-being of the pupils
- the Safeguarding and Child Protection Policy, Staffing Policy, Code of Conduct are available to all staff during induction. Part one of KCSE Sept 2020 and information about the role of the DSL should also be made available to staff, volunteers and temporary staff on induction.
- a senior member of staff is appointed as a DSL and that they take lead responsibility for safeguarding and child protection. The governing body should also ensure that MHS has appointed at least one deputy safeguarding lead and during term time one should be always available for staff to discuss safeguarding concerns.
- MHS contributes to inter-agency working in line with statutory guidance WTSC. Allowing access to Children's Social Care to conduct or consider conducting a section 17, or a section 47 assessment.
- safeguarding procedures take into account Berkshire West Safeguarding Children Partnership (BWSCP) arrangements, reflecting local protocols for assessment.
- recording and monitoring of child protection concerns are well maintained and complete. This will form part of the *Standard 20* visits.
- training and additional safeguarding and child protection updates are regularly undertaken and are reported at governing body meetings.

36. The Governors of MHS are committed to a child centred approach and will ensure that the child's wishes and feelings are taken into account when determining any action required. They will ensure that systems are in place for children to express their views and are given feedback.
37. The Governors of MHS, are fully and properly informed of matters relating to Child Protection and Safeguarding. They have full access to all the facts surrounding child protection concerns and the School's response. They have overall responsibility for the response made and to those in their care when events take place.

## **Concerned about a child?**

### **Procedure**

38. Any member of staff with a safeguarding concern should use MyConcern to record as much information as possible and state any action they have taken, this must include all dates, times, locations and names of anyone involved with the concern and signed. This should be given to the DSL as soon as possible.  
**If they need urgent assistance they should go straight to the DSL or member of the Safeguarding Team.**
39. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care, or the police (on 999) immediately.** Anybody can make a referral. Where referrals are not made by the DSL, staff must inform the DSL as soon as possible.

### **Procedure During School Closure**

40. During periods of school closure such as school holidays or periods of national lockdown the safeguarding procedure will continue to operate as detailed above.
41. The DSL and Safeguarding Team will continue to monitor MyConcern. Pupils, Parents and Staff can contact safeguarding staff using Microsoft Teams, email or using published telephone contacts (see essential information).
42. The safeguarding team will identify a 'duty' lead to be available throughout holiday periods and whenever pupils are present on site a member of the team will have physical presence on site.

### **If information is disclosed to staff**

43. There may be times when a member of staff becomes aware of a child's situation or a child directly discloses information which raises concerns. The following guidance will support staff in dealing with concerns for and with the child. In all situations the staff member should contact the DSL as soon as possible, to gain support and advice in the first instance.
44. If a child discloses abuse or concerns about another child in person, they must be treated as sensitively as possible. Remember it takes a lot of courage and the trust to disclose information.
  - Acknowledge how difficult it must have been for them to tell you.
  - Listen carefully to the child and keep an open mind. It is not your job to make a decision as to whether or not the abuse has taken place.
  - Reassure the child but do not give a guarantee of absolute confidentiality. You should make sure they understand that you will need to talk to the Designated Safeguarding Lead (DSL), who will ensure that the correct action is taken.

- Remain sympathetic, but do not ask leading questions; a question which suggests its own answer (“was it your Father?” or “did this take place on Tuesday when you were away?”).
- Record all the above conversation, all evidence (for example scribbled notes, mobile phones containing text messages, clothing, computers) must be safeguarded and preserved. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL.
- Contact the DSL and discuss the disclosure. The DSL will immediately refer cases of suspected or actual abuse or allegations to West Berks’ CAAS, or the appropriate child’s local authority. In cases where a student may be vulnerable to or exhibiting extremist views the Designated Safeguarding Lead or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police.
- Threshold advice can be found at [\*\*Threshold Criteria for BWSCP\*\*](#) accessed on the MHS *Safeguarding Hub* through the school portal. This is a document which provides a framework, but is not a rigid list of stages of support and intervention. This does not remove the need for workers to make a professional judgement when identifying the needs of a child.
- At all stages, you should keep the child’s circumstances under review and re-refer if appropriate, to ensure the child’s circumstances improve. The child’s best interests must always come first.

## **Whistleblowing**

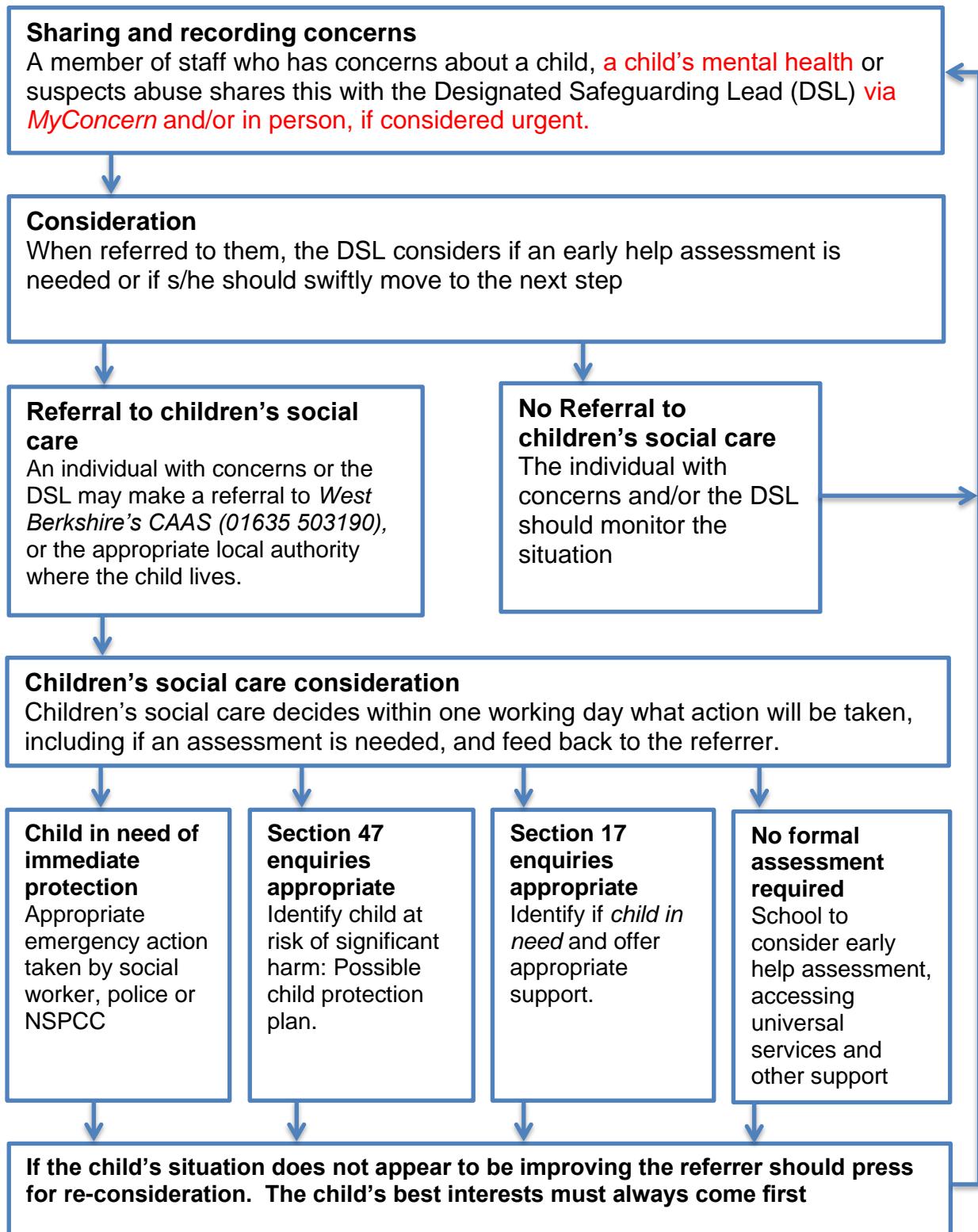
### **If you have a concern about a colleague or poor practice**

45. If the concern is about another member of staff, or about poor or unsafe practice they are required to refer this to the Principal, or DSL. They will then (where appropriate) discuss the allegation with the Local Authority Designated Officer (LADO). Where the concern is about the Principal this should be referred to the Chair of Governors (contact via the Clerk to Governors). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistleblowing (Policy 24) which should be read in conjunction with this policy.
46. All staff are made aware of their duty to raise concerns about the attitude or actions of colleagues, during induction and are regularly reminded of this through supervision and training. Staff are aware how to raise concerns and who to share these with.

47. Where a staff member feels unable to raise an issue with the DSL or Principal, or feel their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
48. The [NSPCC's what you can do to report abuse](#) dedicated (whistleblowing) helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
49. The School follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in [KCSE Sept 2020](#)) and also from the West Berkshire Child Protection procedures. See also 13(h) above. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.
50. [Guidance for Safer Working Practice for Adults who Work with Children and Young People \(May 2019\)](#) gives guidance to staff on how to reduce the likelihood that their behaviour and actions might place pupils or themselves at risk of harm or of allegations of harm to a pupil.
51. If the School ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
52. If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. If an allegation is not substantiated, is unfounded or malicious, it will not be referred to in any employment reference.

## Action when a child has suffered or is likely to suffer harm

53. The following diagram explains what action should be taken and who should take it when there is a concern about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.



54. All staff need to be aware that the Local Authority may contact the person who made the referral or who received the disclosure for further information.

## Records and Monitoring

55. It is essential to create a full, contemporaneous report of the disclosure. To do this:

- a) Make brief notes as soon as possible. This may be possible during the conversation itself. Reassure them you are making notes understanding what is being discussed and that only people who can help will see them.
- b) Write up your notes in full and include time, date, place and signature.
- c) Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
- d) Record the actual words spoken by the child wherever possible.

56. These records are kept in a confidential file away from other files and stored in a secure filling cabinet. Any monitoring of individuals will be stored with these records

57. Pupils transferring to other schools, where appropriate, these files will be forwarded to the new school marked 'confidential' and for the attention of the schools DSL, or shared electronically through *MyConcern*.

58. The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors. This is actually presented three times a year.

59. The Board of Governors will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

60. A single record will be implemented giving a full history of child protection matters at the School which will be available to successive Principals and Chairs of Governors. This record will help the School in upholding the highest standards of safeguarding.

## Recruitment and Training

61. The school will comply with guidance set out in part 3 of [\*KCSE Sept 2020\*](#) ensuring that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people.

62. The school's recruitment process ensure we are not knowingly employing a person who is disqualified under the *Childcare (Disqualification) Regulations*

2009.

63. The school will carry out all necessary checks on the suitability of people who serve on the School's Governing Body in accordance with the above regulations and guidance given [KCSE Sept 2020](#).
64. All staff working within the school who have substantial access to children have been checked as to their suitability to work with children, including verification of their identity and qualifications, satisfactory references, a satisfactory barred list check, and an enhanced *Disclosure and Barring Service* (DBS) check and a right to work in the UK check, and additional overseas checks for those who have lived or worked abroad is also completed. For teachers an additional check has been carried out to ensure they are not prohibited from teaching.
65. Once the DBS checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their line manager, or a member of the office staff, before they take up post or as soon as practicable afterwards.
66. Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, they should ensure that the individual is appropriately supervised, a risk assessment has been undertaken and that all other checks, including a separate barred list check, have been completed.
67. A Single Central Record of employment checks must be held by schools and colleges and checked during the *standard 20* visits by the Safeguarding Governor. The Single Central Record must cover the following people:
  - All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children
  - All others who work in regular contact with children in the school or college, including volunteers, contractors and agency staff
68. The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
  - An identity check
  - A barred list check
  - An enhanced DBS check/certificate
  - A prohibition from teaching check
  - Further checks on people living or working outside the UK
  - A check of professional qualifications, and
  - A check to establish the person's right to work in the United Kingdom.
69. Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by Safeguarding Policy Autumn 2020

department for education with refresher training every three years.

70. Where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
71. All allegation referrals are always made to the Local Authority Designated Officer (LADO) and DBS as provided for in this Policy and, in historical cases, all relevant information is passed to the DBS.
72. Ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.
73. The Designated Safeguarding Lead (DSL) has undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy DSL with responsibilities for child protection issues, as detailed in this policy, also undertakes this same training. This will normally be DSLs' training as provided by West Berkshire Children's services.
74. The Principal, staff and volunteers undertake training in child protection and safeguarding and this is updated at least every three years (two years for care staff).
75. All staff members will receive safeguarding and child protection updates and specific training at least annually, or when new information and updates are available, as a continued commitment of MHS to promote and develop staff knowledge to safeguard children effectively. This may happen via on-line training, courses, emails, staff meetings and notice boards.
76. Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.
77. The Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.

78. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above.
79. The CSO will keep a central record of all safeguarding training undertaken by members of staff and others.
80. The Designated Safeguarding Lead (DSL) will ensure that Safeguarding issues feature regularly at the Pastoral Care Committee and that such discussions are minuted.
81. The DSL chairs a weekly DSL team meeting where cases are discussed, reviewed and audited and actions are minuted.

## **Supporting pupils at risk**

82. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. It is therefore important to consider the impact of wider environmental factors on individual pupil safety and wellbeing known as contextual safeguarding.
83. Mary Hare recognises that children who are abused or who witness violence may have difficulties with mental health or wellbeing. Our school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Mary Hare school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- an individual risk assessment plan, to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.

- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

### **Peer on peer**

84. As a residential special school MHS is aware of the risks of inappropriate relationships and the potential for peer on peer abuse. In [KCSE Sept 2020](#) it makes reference to additional factors to consider with regards to safeguarding, these are laid out in the *National Minimum Standards – RSS April 2015*.
85. Peer on Peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse and includes but is not limited to:
- Bullying (including cyberbullying)
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
  - Sexual violence
  - Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which can be stand-alone or part of a broader pattern of abuse
  - Upskirting
  - Sexting (also known as youth produced imagery)
  - Initiation/hazing type violence and rituals
  - All staff should be clear as to [school name] policy and procedures with regards to peer on peer abuse.

86. Staff should regard a young person's behaviour as abusive if:

- There is a large difference in power (for example; age, size, ability, development) between the young people concerned' or
- There it is of a serious nature, possibly including a criminal offence, or
- It raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student; repeatedly tried to harm one or more other pupils, or

- There are concerns about the intention of the alleged perpetrator, or
- Indicates that young people outside the school may be affected by this student.

87. Abuse is abuse and staff are aware that this is not to be tolerated or passed off as 'banter' or 'part of growing up'

88. A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from the Local Authority Designated Officer (LADO) on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

89. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her

90. If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

## **Contextual Safeguarding**

91. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.

92. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

93. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

94. We use a multi-agency approach to working with young people where traditional safeguarding approaches are not appropriate, but where significant harm to that young person exists.

95. A member of staff who suspects that a pupil is suffering harm from outside the School should refer the matter to the Designated Safeguarding Lead.

## **Former pupils**

96. The Board of Governors will ensure that the desire to exonerate the School will not be allowed to take precedence over concerns for the current physical and emotional health of former pupils.

## **Use of the school premises by other organisations**

97. Where services or activities are provided separately by another body, using the school premises, working with our pupils, the School, Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **Staff use of mobile telephones and cameras**

98. There is requirement in the Statutory Framework for Early Years Foundation Stage 2014 to have a statement within this Policy regarding the use by staff of mobile telephones and cameras. Further guidance is contained within [Guidance for Safer Working Practice for Adults who Work with Children and Young People \(May 2019\).](#)

99. Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person.

- Staff must not give their personal contact details to pupils including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/guardians.
- Staff must ensure any communications with children avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.
- Personal phones should only be used within staff offices, meeting rooms or other communal space.
- It is not appropriate for staff to take photographs of any pupil for their personal use or for any photograph or recording to be made of a pupil using a personal electronic device (camera or phone owned by a member of staff). They should not take images to be shared via personal social media or text messages in accordance with the staff Code of Conduct.
- Consent should be obtained from parents and the child/young person prior to any image being captured, recorded, or shared externally from Mary Hare School.
- When it is necessary or desirable to make such recordings (for example in Performing Arts, PE, or recording achievements in care) pupils should be clear about the purpose of recording and the fact that school equipment is

being used.

- Staff should communicate what will happen to the images when the activity is completed. Any image or recording should be stored within the school network and must not be placed on personal home devices.

100. Failing to work within the agreed protocols may lead to disciplinary and/or criminal investigations.

### **Sharing of images by pupils, parents and carers**

101. Parent or carers capturing images during school events may **not** be shared on social media unless solely depicting their own child.

102. Pupils should not capture, record or share images of others without prior consent.

103. A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend.
- Share an explicit imagery of a child, even if it's shared between children of the same age.
- Possess, download or store explicit imagery of a child, even if the child gave their permission for it to be created.

104. Appendix 2 explains the school's response to 'sexting' and a definition of youth produced sexual imagery, as described in the guidance from the [UK Council for Child Internet Safety \(UKCCIS\)](#).

### **Online safety**

105. The use of technology has become a significant component of many safeguarding issues. Mary Hare School implements a whole school approach to online safety, to protect and educate our community on the safe use of technology, promoting systems to identify, intervene in and escalate any incident where appropriate. Developing methods of incorporating online safety education into all areas of the curriculum and welfare planning.

106. The breadth of issues classified within online safety is considerable. [KCSE Sept 2020](#) have categorised these into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

107. The school uses monitoring software and appropriate filters and firewalls to restrict inappropriate content and analyse use of the school network. Pupils, Parents and Staff are aware that the system is monitored, and care is taken to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
108. The school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in and receive regular updates regarding online safety and recognising and reporting concerns.
109. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The school therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
110. The school has a separate mobile technology policy (including on-line safety) for staff and students which should be considered in line with this policy.

## **Safeguarding within the curriculum**

111. Relationships and Sex Education is part of both the Primary and Secondary curriculum.
112. Staff are actively encouraged to ensure opportunities to promote the underpinning safeguarding knowledge, behaviours and awareness that can help pupils navigate the world safely and confidently, both online and offline regardless of the subject, context, device, platform or app.
113. Staff are to be aware of non-statutory guidance [Teaching online safety in school \(June 2019\)](#) and [Education for a Connected World \(Jun 2020\)](#), using these to support embedding online safety education within the curriculum and residential care provision.
114. The PSHE coordinators and DSL ensure all pupils receive appropriate and regular information delivered in an age appropriate manner. Updates and key themes are covered through assemblies, residential house meetings and individual keyworker sessions.
115. Outside agencies are commissioned to provide additional safeguarding and child protection awareness. These include the safer schools partnership liaison officer, The Edge (drug and alcohol abuse service), Sign Health (Healthy Relationships), and NSPCC/Childline.

## **Appendix 1**

### **Child abuse: Categories and definitions**

1. Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question which gives rise to that inference.
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- the pupil's behaviour stands out from the group as either exhibiting extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- the pupil's development is delayed.
- the pupil loses or gains weight.
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- The pupil is reluctant to go to school.

#### Abuse

2. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

#### Physical Abuse

3. 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.

Possible signs of Physical Abuse:

4. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport. Responsible staff need

to be especially concerned about:

- injuries which do not match the explanation given for them
  - bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
  - bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
  - burns or scalds with clear outlines
  - bite marks and bruises like love-bites.
- bruising in or around the mouth.

### Emotional Abuse

5. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Possible signs of Emotional Abuse:

6. This form of abuse may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm. Responsible staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.

- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.
- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.

### Sexual Abuse

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

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

### Possible signs of sexual abuse:

8. The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- exhibits sexually explicit behaviour.
- has inappropriate sexual knowledge for his or her age.
- attempts suicide or self-inflicts injuries.
- repeatedly runs away from home.

### Neglect

9. 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.

10. Neglect may affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers).
- ensure access to appropriate medical care or treatment.

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

Possible signs of neglect:

12. Responsible staff should be especially concerned about a child who:

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

## **Specific safeguarding issues**

13. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Mary Hare can also access broad government guidance on the issues Listed below via GOV.UK website:

- Child missing from education – see pg33
- Child missing from home or care
- Child Sexual Exploitation (CSE) – see pg30
- Child Criminal Exploitation: County lines – see pg31
- Children with family members in prison

- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- So called ‘Honour-Based’ Violence (HBV) (including Female Genital Mutilation (FGM) and Forced Marriage) – see pg31
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- Extremism / radicalisation – see pg32, and [Appendix 3](#)
- Sexting – see [Appendix 2](#) pg35
- teenage relationship abuse
- trafficking
- Upskirting – ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## **Further information on specific safeguarding needs**

### **Child Sexual Exploitation (CSE)**

14. Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber

bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Child Criminal Exploitation: County lines**

15. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:
- can affect any child or young person (male or female) under the age of 18 years;
  - can affect any vulnerable adult over the age of 18 years;
  - can still be exploitation even if the activity appears consensual;
  - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
  - can be perpetrated by individuals or groups, males or females, and young people or adults; and
  - is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **So called ‘honour-based’ violence (including FGM and Forced Marriage)**

16. So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.
17. Action to be taken - If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

### **Female Genital Mutilation (FGM)**

18. Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl

being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the *FGM: Multi-Agency Practice Guidelines*.

19. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with *concerns* regarding the potential for FGM to take place.
20. Where a teacher, care staff or nurse discovers that an *act* of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. It would be good practice to still discuss any such cases with the school's DSL, unless there is good reason not to.

### **Preventing Radicalisation**

21. From 1 July 2015 all schools and all colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". For full details please refer to the [Prevent duty](#).
22. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and 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.
23. Mary Hare School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
24. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Mary Hare School is clear that this exploitation and radicalisation should be

viewed as a safeguarding concern and that staff should be alert to the dangers posed to our pupils due to their vulnerability to be coerced into extremist views. The school assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Through this the school demonstrates a general understanding of the potential risks affecting the children and young people in our area, and understanding how to identify individuals who may be at risk.

25. There is separate guidance: Revised Prevent duty guidance: for England and Wales that applies to schools. “to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of The Statutory [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools.
26. The Prevent duty builds on existing local partnership arrangements. For example, MHS ensures that their safeguarding arrangements with clear policies and procedures, linking with the Local Safeguarding Children Board. MHS will discuss any concerns in relation to possible radicalisation with a child's parents in line with the school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk
27. If staff are concerned that a child may be at risk of radicalisation, they should speak with the DSL following our procedures set out for existing safeguarding issues. This may lead to a referral to the **Channel programme**. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
28. The DSL has undertaken Prevent awareness training and is able to provide advice and support to staff on protecting children from the risks of radicalisation. Mary Hare has committed to providing awareness training to all frontline pupil focused staff; along with other specific safeguarding issues this will become part of new staff inductions and be incorporated into the safeguarding training provided by the DSL.
29. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

### **Children Missing from Education**

30. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. It is essential that staff are alert to the signs to look out for and to help identify the risk of abuse and neglect, including CSE and the risk of potential travel to conflict zones, FGM and forced marriages.

31. Mary Hare will inform the relevant local authority of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 6 school days or more.
32. The school uses a range of strategies when a pupil is absent from school which starts with a first day contact. Other actions include further contact with home including emails and letters, meetings and referrals to the authority's Education Welfare Officer.
33. Due to the nature of boarding at Mary Hare School, absence without permission is very low. This policy should be read alongside the *Absence without Authority Policy*. Further guidance is available from the DoE: [Children missing education; Statutory guidance for local authorities – Sept 2016](#).

### **Mental Health**

34. 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.
35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.
36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

## **Appendix 2**

### **Youth produced sexual imagery - ‘Sexting’**

#### **Introduction**

1. Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives.
2. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.
3. For our deaf child and young people this technology is a significant form of communication. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.
4. The following definition and procedure is taken from The UK Council for Child Internet Safety (UKCCIS) guidance [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#), as mentioned in [KCSE Sept 2019.](#)

#### **Defining ‘sexting’**

5. Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘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.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.
6. This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.
7. On this basis this advice introduces the phrase ‘youth produced sexual imagery’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues this advice addresses.
8. Youth produced sexual imagery’ best describes the practice because:
  - ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
  - ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.

- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

9. The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

10. This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don’t contain imagery. These situations should still be referred to the DSL.

### **Criminalisation of Children**

11. The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children.

12. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

13. We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood.

14. Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people’s natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

### **Handling incidents**

15. All incidents involving youth produced sexual imagery should be responded to in line with the school’s safeguarding and child protection policy.

16. Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL, or any member of staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

17. Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.
18. When an incident involving youth produced sexual imagery comes to a school or college's attention:
- The incident should be referred to the DSL as soon as possible
  - The DSL should hold an initial review meeting with appropriate school staff
  - There should be subsequent interviews with the young people involved (if appropriate)
  - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
  - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
19. An immediate referral to police and/or children's social care should be made if at this initial stage:
1. The incident involves an adult
  2. 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)
  3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  4. The imagery involves sexual acts and any pupil in the imagery is under 13
  5. You have reason to believe a pupil or 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
20. If none of the above apply, then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).
21. The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support. This decision should be recorded in line with the school safeguarding policy.

### **Viewing the imagery**

22. Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

23. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

24. If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)?
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report.
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

25. If it is necessary to view the imagery, then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Principal.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal.
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

26. Further details on searching, deleting and confiscating devices can be found in the [DfE Searching, Screening and Confiscation advice](#)

27. If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

### **Deletion of images**

28. If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.
29. The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.
30. However, just as in most circumstances it is not recommended that school staff view imagery, it is recommended that schools should not search through devices and delete imagery unless there is good and clear reason to do so.
31. It is recommended that in most cases young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites.
32. Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions need to be recorded, including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to the young person.
33. At this point schools and colleges may want to invoke their own disciplinary measures to discourage young people from sharing, creating or receiving images but this is at the discretion of the school or college and should be in line with its own behaviour policies.

## **Appendix 3**

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.