Leaders in Learning Multi Academy Trust

Policies and Procedures

Item: Safeguarding Policy

Date of last review: September 2022

Date for review: September 2023

This document has been reviewed and agreed in accordance with statutory and Trust requirements:

Print Name: Mr S Rhodes
(Headteacher)

Sign: Date: 28/09/2022

Adopted by: Ms A Hinds
(Chair of Trustees)

Sign: Date: 28/09/2022

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Appendices

LEADERS IN LEARNING POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation & Review

This policy is available on our website and is available on request from the school reception. We also inform parents and carers about this policy when their children join our Schools.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2022). Staff are asked to sign that they have read and will follow, this and other associated documents.

This policy will be reviewed in full by the Trust Board **at least** annually and/or following any updates to national and local guidance and procedures.   This policy was last reviewed and agreed by the Trustees in September 2021. It is due for review in September 2022.

Signature   Headteacher   Date:
                       Stephen Rhodes

Signature   Chair of trustees   Date:
                       Anne Hinds

1. Leaders in learning Multi Academy Trust (The Trust)/Winterhill School Commitment- Child focused approach to Safeguarding.

1.1 Introduction.

- The Trust/Winterhill School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- The Trust/Winterhill School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- Staff working with children at Winterhill School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

- The Trust/ Winterhill School recognises the importance of providing an ethos and environment within school/college that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- All staff working with children at Winterhill School should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a

child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication

- Our core safeguarding principles are:
  - o **Prevention** -positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
  - o **Protection** -following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - o **Support** -for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
  - o **Working with parents and other agencies** -to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2022.

1.2   Policy Context.

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
  - o Keeping Children Safe in Education 2022 (KCSIE)
  - o Working Together to Safeguard Children 2018 (WTSC)
  - o Ofsted: Education Inspection Framework' 2021
- The Trust/Winterhill School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles, remain the same. We will continue to follow government guidance and will amend this policy and our approaches, as necessary.
  - o As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3   Definition of Safeguarding.

- In line with KCSIE 2022, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting 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.

- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Abuse and neglect
  - Bullying, including cyberbullying
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - Contextual safeguarding (risks outside the family home)
  - County lines and gangs
  - Domestic abuse
  - Drugs and alcohol misuse
  - Extra familial harm
  - Fabricated or induced illness
  - Faith abuse
  - Gender based abuse and violence against women and girls
  - Hate
  - Homelessness
  - Human trafficking and modern slavery
  - Mental health
  - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
  - Online safety
  - Child on Child abuse
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Serious violence
  - Sexual violence and sexual harassment
  - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
  - Upskirting

  (Also see Part One and Annex B within 'Keeping Children Safe in Education' 2022)

1.4 Related Safeguarding Policies.

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
  - Behaviour Policy
  - Staff Code of Conduct Policy
  - Health and safety, including plans for school/college reopening
  - Attendance Policy
  - Risk assessments (e.g. school trips, use of technology, school/college re-opening)
  - First aid and accidents
  - Managing allegations against staff
  - Safer recruitment
  - Whistleblowing

1.5   Policy Compliance, Monitoring and Review.

- The Trust/Winterhill School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2022 as appropriate. This can be found on the school website.

- Parents/carers can obtain a copy of the school Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the school website: https://www.winterhill.org.uk/

- The policy forms part of our school development plan and will be reviewed annually by the governing body who has responsibility for oversight of safeguarding and child protection systems.

- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

2.   Key responsibilities.

2.1   Governance and Leadership.

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

- The governing body have regard to the KCSIE 2022 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

- The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

- The governing body and head teacher will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and at least annually.

- The governing body should be aware of their obligations under the Human Rights Act 1998 , the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff**.**

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed Annie Wiseman as the Designated Safeguarding Lead (DSL).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The school has also appointed Deputy DSLs within the Senior leadership Team who will have delegated responsibilities and act in the DSL's absence.
    - Steve Rhodes- Headteacher
    - Steve Duffy- Deputy Headteacher

- It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2022. This includes but is not limited to:
    - Acting as the central contact point for all staff to discuss any safeguarding concerns

- o Maintaining a confidential recording system for safeguarding and child protection concerns
- o Coordinating safeguarding action for individual children
  - ▪ When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- o Liaising with other agencies and professionals in line with KCSIE 2022 and WTSC 2018
- o Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Rotherham Safeguarding Children Partnership procedures (RSCP), including referrals, are followed, as necessary.
- o Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- o Managing and monitoring the school role in any multi-agency plan for a child.
- o Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- o Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- o Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- o Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2022.
- o Informing the headteacher of any significant safeguarding issues.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of Staff.
- All members of staff have a responsibility to:
  - o Provide a safe environment in which children can learn.
  - o Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
  - o Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - o Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
  - o Be prepared to identify children who may benefit from early help.
  - o Understand the early help process and their role in it.

- o Understand the school safeguarding policies and systems.
- o Undertake regular and appropriate training which is regularly updated.
- o Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- o Know how to maintain an appropriate level of confidentiality.
- o Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- o Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

2.4 Children and Young People.

- Children and young people (learners) have a right to:
  - o Feel safe, be listened to, and have their wishes and feelings taken into account.
  - o Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
  - o Contribute to the development of school safeguarding policies.
  - o Receive help from a trusted adult.
  - o Learn how to keep themselves safe, including online.

2.5 Parents and Carers.

- Parents/carers have a responsibility to:
  - o Understand and adhere the relevant school policies and procedures.
  - o Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
  - o Identify behaviours which could indicate that their child is at risk of harm including online.
  - o Seek help and support from the school or other agencies.

3. Child Protection Procedures.

3.1 Recognising Indicators of Abuse and Neglect.

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2021. This is outlined locally within the https://rotherhamscb.proceduresonline.com/pdfs/multiagency_threshold_descriptors.pdf

- The Trust/Winterhill School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - o Physical abuse
  - o Sexual abuse
  - o Emotional abuse
  - o Neglect

  For further information see Appendix 1.

- The Trust/Winterhill School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- The Trust/Winterhill School recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

- By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

- Winterhill School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

3.2 Responding to Child Protection Concerns.

- If staff are made aware of a child protection concern, they are expected to seek out the DSL in person with urgent concerns and report via the safeguarding email non urgent concerns.
- Staff should:
  - listen carefully to the concern and be non-judgmental.
  - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
  - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
  - be clear about boundaries and how the report will be progressed.
  - record the concern in line with school record keeping requirements.
  - inform the DSL (or deputy), as soon as practically possible.

Designated Safeguarding Lead: Location of office: Contact Number:	Annie Wiseman Upstairs corridor, adjacent to ICT classrooms 017079 740232 ext 137
Headteacher: Location of office: Contact Number:	Steve Rhodes Ground floor behind main reception 01709 740232
Trained DSL: Location of office Contact Number:	Steve Duffy Upstairs ICT corridor 01709 740232
Chair of Trustees: Contact Number:	Ann Hinds 01709 740232
LGB Safeguarding Governor: Contact Number:	Lauren Nixon 01709 740232

- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from a social worker from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

- The Trust/Winterhill School will respond to concerns in line with the Rotherham Safeguarding Children Partnership procedures (RSCP).
  - The full RSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: http://www.rcsp.org.uk, including accessing Early help and/or Children's Services.

- Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately, via the 'Multi Agency Safeguarding Hub- MASH) and/or the police, in line with RSCP procedures.

- The Trust/Winterhill School recognise that in situations where there are immediate child protection concerns for a child as identified, it is NOT to investigate as a single agency, but to act in line with RSCP guidance which may involve multi-agency decision making**.**
  - They may also seek advice or guidance from a social worker at the MASH who are the first point of contact for Children's Services.

- In the event of a request for support to the MASH being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by RSCP. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

- Where is it is identified a child may benefit from Early Help support, the DSL (or deputy) will generally lead as appropriate and make a request for support via the MASH.
  - The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the MASH if the situation does not appear to be improving or is getting worse.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following RSCP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- The Trust/Winterhill School is an Operation Encompass School. This means we work in partnership with South Yorkshire Police to provide support to children experiencing domestic abuse.

3.3 Recording Concerns.

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on CPOMS.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.

- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

- Child protection records will be kept confidential and stored securely via CPOMS. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

- Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs, will be made aware of relevant information as required.

3.4 Multi Agency Working.

- The Trust/Winterhill School recognises and is committed to its responsibility to work within the RSCP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

- The Trust/Winterhill School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to RSCP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

3.5 Confidentiality and Information Sharing.

- The Trust/Winterhill School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2021.

- The Trust/Winterhill School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2021). DfE ''Information sharing advice for safeguarding practitioners'' (2018) provides further detail.

- The headteacher and DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6 Complaints.

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found in the staff room/office/ website etc.

- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
    - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- The leadership team at Winterhill School will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
    - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues.

- The Trust/Winterhill School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm.

- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Child on Child Abuse.

- All members of staff at Winterhill School recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

- The Trust/ Winterhill School recognises that peer on peer abuse can take many forms, including but not limited to:
    - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - abuse in intimate personal relationships between peers
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - sexual violence and sexual harassment (please see Appendix 5)
    - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - initiation/hazing type violence and rituals

- The Trust/Winterhill School believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- The Trust/Winterhill School recognises that even if there are no reported cases of peer on peer abuse, such abuse is still likely to be taking place.

- All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- Concerns about learner's behaviour, including peer on peer abuse taking place offsite will be responded to as part of a partnership approach with learners and

parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

- In order to minimise the risk of peer-on-peer abuse, Winterhill School will:
    - Consistently implement the anti- bullying policy
    - Deliver a current and age appropriate PSHE curriculum
    - Empower students to report any incidents via their form tutor or BfL.

- The Trust/Winterhill School want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer on peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school/ policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
    - taking reports seriously,
    - listening carefully,
    - avoiding victim blaming,
    - providing appropriate pastoral support
    - working with parents/carers
    - reviewing educational approaches
    - following procedures as identified in other policies e.g. the school anti-bullying, behaviour and child protection policy
    - where necessary and appropriate, informing the police and/or MASH.

4.2 Child on Child Sexual Violence or Harrassment.

- When responding to concerns relating to child on child sexual violence or harassment, Winterhill School will follow the guidance outlined in Part Five of KCSIE 2022

- The Trust/ Winterhill School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

- The DSL will ensure staff recognise that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

  o The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children and staff and any actions that are required to protect them.

- Reports will initially be managed internally by the school and where necessary will be referred to MASH/or the Police.

  o The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, including intra familial harms and the impact reported incidents may have on siblings, adult students or school/college staff, and, any other related issues or wider context.

  o The DSL will ensure careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. See Appendix 5.

  o Where a report is going to be made to local authority children's social care and/or the police, then, the DSL will speak to the local authority children's social care and the police and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations.

- If at any stage the DSL is unsure how to proceed, advice will be sought from the MASH and/or Police.

4.3 Nude and/or Semi Nude Image Sharing by Children.

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.

• The Trust/Winterhill School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth

produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

• When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

  o Report any concerns to the DSL immediately.

  o Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.

  o Not delete the imagery or ask the child to delete it.

  o Not say or do anything to blame or shame any children involved.

  o Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.

  o Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

• DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local RSCP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

  o the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

  o parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

  o All decisions and action taken will be recorded in line with our child protection procedures.

  o a referral will be made to MASH and/or the police immediately if:

    ▪ the incident involves an adult (over 18).

    ▪ there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.

- the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.

- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

  o The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

  o If DSLs are unsure how to proceed, advice will be sought from MASH.

4.4 Child Sexual Exploitation and Child Criminal Exploitation.

- The Trust/Winterhill School recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Experiences of girls being criminally exploited can be very different to boys.

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 Serious Violence

- All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

  o The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.6 So-called honour based abuse

- So-called 'honour'-based abuse (HBA) 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.

- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

- Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

  o If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

4.7 Preventing radicalisation

- The Trust/Winterhill School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- The Trust/ Winterhill School recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

- Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

4.8 Cybercrime

- The Trust/Winterhill School recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

4.9 Domestic Abuse

- The Trust/Winterhill School recognises that Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Staff are made aware that abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

5. Supporting Children Potentially at Greater Risk of Harm.

- Whilst all children should be protected, some groups of children are potentially at greater risk of harm

5.1 Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- The Trust/Winterhill School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

- The Trust/Winterhill School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco (Renata Modelewska- Llukaj) to plan support as required.

5.2 Children requiring Mental Health Support.

- All staff will be made 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.

- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

- Staff 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.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

- The DSL will work closely with the SENDCo and Assistant SENDCo (Sarah Upton) who will lead on Mental Health Intervention.

5.3 Children Missing from Education.

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

- Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies.

5.4 Elective Home Education.

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with National Elective Home Education guidance and local guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5 Children who need a Social Worker.

- The DSL will hold details of social workers working with children in the school so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

- Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.6 Looked after children, previous looked after children and care leavers.

- The Trust/Winterhill School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

- The school has appointed a 'designated teacher' (Heidi Cooper) who works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.

- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.

- Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.

- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Children wo are lesbian, gay, bi, or trans (LGBT)

- The Trust/Winterhill School recognises that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- Staff are made aware that risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff

6. Online safety.

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Winterhill School will adopt a

whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- The Trust/Winterhill School will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

- The Trust/Winterhill School will ensure that communication with parents will be used to reinforce the children being safe online to include:

  o Information to help parents understand what systems Winterhill School use to filter and monitor online use
  o Information regarding what their children are being asked to do online including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

- The Trust/Winterhill School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

  o Content: being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  o Contact: being subjected to harmful online interaction with other users. For example child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  o Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
  o Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- The Trust/Winterhill School recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

- The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and Procedures.

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.

- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying and behaviour policies.
  - Internal sanctions and/or support will be implemented as appropriate.
  - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- The Trust/Winterhill School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
  - All School owned devices and systems will be used in accordance with our acceptable use guidance and with appropriate safety and security measures in place.

- The Trust/Winterhill School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2022 . Winterhill School has an appropriate mobile and smart technology and image use policy in place, which is shared and understood by all members of the community. This guidance can be found in this section of the Safeguarding Policy.

6.2 Acceptable Use Guidance Policy.

- As a professional organisation with responsibility for safeguarding, all members of staff are expected to use Winterhill School IT systems in a professional, lawful, and ethical manner. To ensure that members of staff understand their professional responsibilities when using technology and provide appropriate curriculum opportunities for learners, they are asked to read and sign the staff Acceptable Use of Technology Policy (AUP) found in Appendix 4.

- Our AUP is not intended to unduly limit the ways in which members of staff teach or use technology professionally, or indeed how they use the internet personally, however the AUP will help ensure that all staff understand Winterhill School expectations regarding safe and responsible technology use, and can manage the potential risks posed. The AUP will also help to ensure that Winterhill School systems are protected from any accidental or deliberate misuse which could put the safety and security of our systems or members of the community at risk.

6.3 Appropriate Filtering and Monitoring.

- The governing body and leadership team will do all they reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these are reviewed effectively.
  - o If learners or staff discover unsuitable sites or material, they are required to turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
  - o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
  - o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
  - o Any access to material believed to be illegal will be reported immediately the police.
  - o When implementing appropriate filtering and monitoring, Winterhill School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
  - o The governing body and leadership team will consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

- The Trust/Winterhill School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
  - o Learners will use appropriate search tools, apps and online resources.
  - o Learners internet use will be supervised by staff according to their age and ability.
  - o Learners will be directed to use age appropriate online resources and tools by staff.

6.4 Staff Training.

- Winterhill School will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach to include annual safeguarding training for ALL staff and governors.

6.5 Information Security and Access Management.

- The Trust/Winterhill School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners such as password protected documents and files, access restrictions.

- The Trust/Winterhill School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.6 Educating learners.

- The Trust/Winterhill School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

6.7 Working with Parents and Carers.

- The Trust/Winterhill School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:
  o providing information on our school website and through existing communication channels (such as official social media, newsletters etc.),
  o offering specific online safety events for parents/carers or highlighting online safety at existing events.
  o Information to help parents understand what systems Winterhill School use to filter and monitor online use
  o Information regarding what their children are being asked to do online including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

6.8 Remote learning.

- The Trust/Winterhill School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft 365 or equivalent.
  o Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and Acceptable Use Policies.

- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Winterhill School will continue to be clear who from the school their child is going to be interacting with online.

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

7. Staff Engagement and Expectations.

7.1 Awareness, Induction and Training.

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' 2022 which covers safeguarding information for staff.
  - o School leaders, including the DSL will read KCSIE in its entirety.
  - o School and all members of staff who work directly with children will read annex B.
  - o All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This information is stored in the single central record.

- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This will include specific training via the DSL.

  - All staff members and governors(including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.

  - Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

  - In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be delivered during CPD sessions, inset days and via termly safeguarding newsletters.

  - Staff will be encouraged to contribute to and shape school/college safeguarding arrangements and child protection policies. List how this will be achieved for example, via input from knowledgeable and experienced staff, inviting input at staff meetings.

- The DSL and headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.

- Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities annually.

7.2 Safer Working Practice.

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of code of conduct.

- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the safeguarding policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct, Acceptable Use Policies.

7.3 Supervision and Support.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school/college will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

8. Safer Recruitment and Safeguarding Checks.

8.1 Safer Recruitment and Safeguarding Checks.

- The Trust/ Winterhill School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
    - The Trust/Winterhill School follow relevant guidance in Keeping Children Safe in Education 2021 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
    - The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
    - The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
    - The governing body/head teacher will consider carrying out an online search as part of their due diligence on shortlisted candidates.

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Trust/Winterhill School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

- Where the school places a learners with an alternative provision provider, the school/college will continue to be responsible for the safeguarding of that child.
    - The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

8.2 Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.

- The School will respond to allegations in line with KCSIE 2022. In depth information can be found within our 'Managing Allegations against Staff' and staff code of conduct policy. This can be found on the school website.

- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately

in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

- Where headteachers are unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line.

8.2.1 Concerns that meet the 'harm threshold'.

- The Trust/Winterhill School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
  o behaved in a way that has harmed a child, or may have harmed a child and/or
  o possibly committed a criminal offence against or related to a child and/or;
  o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  o behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Allegations against staff which meet this threshold will be referred immediately to the headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

8.2.2 Concerns that do not meet the 'harm threshold'.

- The Trust/Winterhill School may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold. Examples of 'low level concerns' could include, but are not limited to:
  o Being over friendly with children
  o Having favourites
  o Taking photographs of children on their mobile phone
  o Engaging with a child on a 1-2-1 basis in a secluded area or behind a closed door
  o Using inappropriate sexualised, intimidating or offensive language

- Where low-level concerns are reported to the school, the headteacher will share or liaise with the LADO enquiries officer via the LADO Enquiry Line.

- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

8.2.3 Safe Culture.

- As part of our approach to safeguarding, the school has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
  - o Staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school/safeguarding regime. The leadership team at Winterhill School will takes all concerns or allegations received seriously.

- All members of staff are made aware of the school Whistleblowing procedure- this can be found in the All Staff Handbook. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- The Trust/Winterhill School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
  - o If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

9. Opportunities to teach Safeguarding.

- The Trust/Winterhill School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced

curriculum. This will include covering relevant issues through Relationships and Sex Education.

- We recognise that school play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

- The Trust/Winterhill School recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety.

10.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our behaviour policy.

10.2 The Use of Premises by other Organisations.

- Where services or activities are provided separately by another body using the school facilities/premises, the headteacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

- Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3 Site Security.

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site.

- Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

11. Local Support.

- All members of staff in Winterhill School are made of local support available.

  - Rotherham Safeguarding Children Partnership.
  - Multi Agency Safeguarding Hub(MASH) 01709336080
  - LADO Service 01709 336080
  - South Yorkshire Police 101 or 999 in an emergency

Appendix 1: Indicators of Abuse and Neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. 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.

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes

- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

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

Signs that MAY INDICATE neglect.
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Safeguarding Information for New Staff, Supply Staff and Visitors or Volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below as soon as you can and you may be asked to provide a written record of the information you have.

If you are unable to locate them ask a member of the school staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, parent, foster carer, visitor or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of trustees. Alternatively, you can contact the Local Authority Designated Officer on 01709 336080

The people you should talk to in school are:

Designated Safeguarding Lead:	Annie Wiseman
Location of office:	Upstairs corridor, adjacent to ICT classrooms
Contact Number:	017079 740232 ext 137
Headteacher:	Steve Rhodes
Location of office:	Ground floor behind main reception
Contact Number:	01709 740232
Trained DSL:	Steve Duffy
Location of office	Upstairs ICT corridor
Contact Number:	01709 740232
Chair of Trustees:	Ann Hinds
Contact Number:	01709 740232
LGB Safeguarding Governor:	Lauren Nixon
Contact Number:	01709 740232

At Winterhill School we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Making a Referral to Rotherham Children's Social Care

A telephone referral should be made in the following circumstances to the Multi Agency Safeguarding Hub (MASH) followed up in writing on a 'Worried about a Child form' within 24 hours.

a. A child makes a clear allegation of abuse;

b. A child sustains an injury and there is professional concern about how it was caused;

c. A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation;**

d. A member of the public makes a clear, detailed credible allegation that someone has abused a child;

e. Professional concern exists about abuse or neglect, despite no allegation being made;

f. Despite professional intervention, either on a single agency basis or as part of Early Help intervention, because of suspected neglect or emotional abuse there is concern that a child is suffering or is likely to suffer significant harm;

g. An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;

h. Where young people under the age of 18 are engaged in sexual activity and there are concerns around significant harm;

i. There are concerns a child under 18 is being sexually exploited;

j. Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see protocol on LSCB website: People who Pose a Risk for further guidance);

k. A child has been abandoned;

l. A child is being denied access to urgent or important medical assessment or services;

m. A child is at risk of being subjected to illegal procedures, for example, female genital mutilation or forced marriage;

n. A child is being harmed through seeing or hearing the ill-treatment of another, for example, through domestic abuse;

o. There are any other circumstances which suggest that a child is suffering or is likely to suffer significant harm;

p. Further concerns have arisen in relation to an open case to children's social care.

q. Either an adult or a child makes historical allegations of abuse;

r. An Early Help Assessment confirms there are suspicions of fabricated or induced illness (see Fabricated or Inducted Illness protocol on LSCB website);

s. Where there are concerns about the welfare of any unborn child;

t. Concerns of significant harm have risen for a child receiving a service as a child in need;

u. Further concerns have arisen of increased or additional risk to a child currently on the list/register of children who have a child protection plan;

v. A child has been made the subject of an **Emergency Protection Order** or police protection.

w. Concerns have arisen for a child who is the subject of a supervision order or **Care Order.**

Please note this list is not exhaustive.

The Welfare of Unborn Children

There will be a number of situations where sufficient concerns exist prior to the birth of a baby to require inter-agency assessment, planning and intervention including:

a. Where legal intervention has led to the removal of older siblings.

b. Where older siblings have a **Child Protection Plan;**

c. Where a woman is placing her unborn child at risk of significant harm by disregarding advice given to her about her drug and/or alcohol misuse;

d. Where there are concerns that the family may attempt to conceal a pregnancy and subsequent birth, and this has welfare implications for either the unborn child or other children within the family;

e. Where a woman and her unborn child are at risk of significant harm from a partner who subjects her to domestic abuse;

f. Where a woman is associating with a personal identified as posing a risk or potential risk to children;

g. Where either parent has a mental health problem that may indicate risk of significant harm.

Please note this list is not exhaustive.   **www.rscb.org.uk/safeguarding**

Appendix 4: Staff Acceptable Use of Technology Policy

As a professional organisation with responsibility for safeguarding, all members of staff are expected to use Winterhill School IT systems in a professional, lawful, and ethical manner. To ensure that members of staff understand their professional responsibilities when using technology and provide appropriate curriculum opportunities for learners, they are asked to read and sign the staff Acceptable Use of Technology Policy (AUP).

Our AUP is not intended to unduly limit the ways in which members of staff teach or use technology professionally, or indeed how they use the internet personally, however the AUP will help ensure that all staff understand Winterhill School expectations regarding safe and responsible technology use, and can manage the potential risks posed. The AUP will also help to ensure that school systems are protected from any accidental or deliberate misuse which could put the safety and security of our systems or members of the community at risk.

Policy Scope

1.   I understand that this AUP applies to my use of technology systems and services provided to me or accessed as part of my role within Winterhill School both professionally and personally. This may include use of laptops, mobile phones, tablets, digital cameras, and email as well as IT networks, data and data storage, remote learning and online and offline communication technologies

2.   I understand that Winterhill Acceptable Use of Technology Policy (AUP) should be read and followed in line with the school staff code of conduct.

3.   I am aware that this AUP does not provide an exhaustive list; all staff should ensure that technology use is consistent with the school ethos, school staff behaviour and safeguarding policies, national and local education and child protection guidance, and the law.

Use of School Devices and Systems

4.   I will only use the equipment and internet services provided to me by the school for example school provided laptops, tablets, and internet access, when working with learners.

5.   I understand that any equipment and internet services provided by my workplace is intended for educational use and should only be accessed by members of staff. Reasonable personal use of setting IT systems and/or devices by staff is allowed.

Data and System Security

6. To prevent unauthorised access to systems or personal data, I will not leave any information system unattended without first logging out or securing/locking access.

    o   I will use a 'strong' password to access school systems.

    o   I will protect the devices in my care from unapproved access or theft.i will not leave the devices in my care visible or unsupervised in a public place.

7. I will respect school system security and will not disclose my password or security information to others.

8. I will not open any hyperlinks or attachments in emails unless they are from a known and trusted source. If I have any concerns about email content sent to me, I will report them to the IT system manager.

9. I will not attempt to install any personally purchased or downloaded software, including browser toolbars, or hardware without permission from the IT system manager.

10. I will ensure that any personal data is kept in accordance with the Data Protection legislation, including GDPR in line with the school information security policies.

    o   All personal data will be obtained and processed fairly and lawfully, only kept for specific purposes, held no longer than necessary and will be kept private and secure with appropriate security measures in place, whether used in the workplace, hosted online or accessed remotely.

    o   Any data being removed from the school site, such as via email or on memory sticks or CDs, will be suitably protected. This may include data being encrypted by a method approved by the school.

11. I will not keep documents which contain school related sensitive or personal information, including images, files, videos, and emails, on any personal devices, such as laptops, digital cameras, and mobile phones. Where possible, I will use the school learning platform to upload any work documents and files in a password protected environment.

12. I will not store any personal information on the school IT system, including school laptops or similar device issued to members of staff, that is unrelated to school activities, such as personal photographs, files or financial information.

13. I will ensure that school owned information systems are used lawfully and appropriately. I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.

14. I will not attempt to bypass any filtering and/or security systems put in place by the school.

15. If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the IT System Manager (Dale Gregory) as soon as possible.

16. If I have lost any school related documents or files, I will report this to the IT Support Manager and school Data Protection Officer as soon as possible.

17. I understand images of learners must always be appropriate and should only be taken with school/setting provided equipment and taken/published where learners and their parent/carer have given explicit consent.

Classroom Practice

17. I am aware of the expectations relating to safe technology use in the classroom, safe remote learning, and other working spaces as listed in the Safeguarding Policy..

18. I will promote online safety with the learners in my care and will help them to develop a responsible attitude to safety online, system use and to the content they access or create by:

- o exploring online safety principles as part of an embedded and progressive curriculum and reinforcing safe behaviour whenever technology is used.

- o creating a safe environment where learners feel comfortable to say what they feel, without fear of getting into trouble and/or be judged for talking about something which happened to them online.

- involving the Designated Safeguarding Lead (DSL) (Annie Wiseman) or a deputy (Steve Rhodes, Steve Duffy) as part of planning online safety lessons or activities to ensure support is in place for any learners who may be impacted by the content.

- make informed decisions to ensure any online safety resources used with learners is appropriate.

19. I will report any filtering breaches (such as access to illegal, inappropriate, or harmful material) to the DSL in line with the school Safeguarding Policy.

20. I will respect copyright and intellectual property rights; I will obtain appropriate permission to use content, and if videos, images, text, or music are protected, I will not copy, share, or distribute or use them.

Use of Social Media and Mobile Technology

21. I will ensure that my online reputation and use of IT and information systems are compatible with my professional role and in line with the staff code of conduct, when using school and personal systems. This includes my use of email, text, social media and any other personal devices or mobile technology.

- I will take appropriate steps to protect myself online when using social media.

- I will not discuss or share data or information relating to learners, staff, school business or parents/carers on social media.

- I will ensure that my use of technology and the internet does not undermine my professional role or interfere with my work duties and is in accordance with the school staff code of conduct and the law.

22. My electronic communications with current and past learners and parents/carers will be transparent and open to scrutiny and will only take place within clear and explicit professional boundaries.

- I will ensure that all electronic communications take place in a professional manner via school approved and/or provided communication channels and systems, such as a school email address, user account or telephone number.

- o I will not share any personal contact information or details with learners, such as my personal email address or phone number.

- o I will not add or accept friend requests or communications on personal social media with current or past learners and/or parents/carers.

- o If I am approached online by a learner or parents/carer, I will not respond and will report the communication to my line manager and Designated Safeguarding Lead (DSL).

- o Any pre-existing relationships or situations that compromise my ability to comply with the AUP will be discussed with the DSL and/or headteacher.

23. If I have any queries or questions regarding safe and professional practise online either in school or off site, I will raise them with the DSL or the headteacher.

24. I will not upload, download, or access any materials which are illegal, such as child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act.

25. I will not attempt to access, create, transmit, display, publish or forward any material or content online that is inappropriate or likely to harass, cause offence, inconvenience, or needless anxiety to any other person.

26. I will not engage in any online activities or behaviour that could compromise my professional responsibilities or bring the reputation of the school into disrepute.

Policy Compliance

27. I understand that the school may exercise its right to monitor the use of information systems, including internet access and the interception of emails, to monitor policy compliance and to ensure the safety of learners and staff. This monitoring will be proportionate and will take place in accordance with data protection, privacy, and human rights legislation.

Policy Breaches or Concerns

28. I will report and record concerns about the welfare, safety or behaviour of learners or parents/carers to the DSL in line with the school Safeguarding Policy.

29. I will report concerns about the welfare, safety, or behaviour of staff to the headteacher, in line with the allegations against staff policy.

30. I understand that if the school believe that unauthorised and/or inappropriate use of school systems or devices is taking place, the school may invoke its disciplinary procedures as outlined in the staff code of conduct.

31. I understand that if the school believe that unprofessional or inappropriate online activity, including behaviour which could bring the school into disrepute, is taking place online, the school may invoke its disciplinary procedures as outlined in the staff code of conduct.

32. I understand that if the school suspects criminal offences have occurred, the police will be informed.

I have read, understood and agreed to comply with Winterhill School Staff Acceptable use of Technology Policy.

Appendix 5: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

REPORT RECEIVED
(from the victim or third-party) [Onsite, offsite or online]

Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured
- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Keeping Child Safe in Education' paragraphs 473 - 475)
- parents of victim informed, unless this would put victim at greater risk.
Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours) Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child

- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (eg. CSE)

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy

EARLY HELP
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
(incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
For incidents of sexual violence there should always be an immediate risk assessment;
for incidents of sexual harassment this will be on a case-by-case basis.
(for further details see 'Keeping Child Safe in Education' paragraphs 480 - 482 (DfE, 2022))

RISK ASSESSMENT
Immediately
Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see safeguarding policy)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see safeguarding policy)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS
- Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- Not Guilty: Support victim and alleged perpetrator
- No Further Action: Support victim and alleged perpetrator