



SAFEGUARDING & CHILD PROTECTION POLICY

Whole school including the EYFS

Relevant Statutory Regulations:	ISSR Part 3, NMS 3, Children Act 1989, Children Act 2004, Education Act 2002, Data Protection Act 2018, DfE Keeping Children Safe in Education (2021), DfE Working together to Safeguard Children (July 2018).
Nominated member of SMT responsible for the policy:	Laura Collins
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1. INTRODUCTION

LVS Ascot, incorporating LVS EYFS, Infant, Junior, Senior School, and Sixth Form, is fully committed to safeguarding the children and young people in its care, and recognises that promoting the welfare of children is the responsibility of everyone that works at the school regardless of their role. In keeping with the guidance of the DfE document Keeping Children Safe in Education (KCSIE) (2021) and related documents including Working Together (2019) and Prevent (2015), and DfE advice on Sexual Violence and Sexual Harassment, the School ensures that its approach is focused on the child's best interests, recognising that the term 'child' includes all pupils in the school.

We include within the terms of this policy all children and pupils from the early years to Year 13. We pay particular attention to the guidance provided and inter-agency procedures stipulated by the local children's services of and designated officers for Bracknell Forest and for Berkshire.

Safeguarding and promoting the welfare of children is defined in KCSIE 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'. These are the tenets to which the school adheres.

Although everyone within the school community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which pupils can learn, there are several key members of staff who play an important role as the school's safeguarding team, and their contact details are available in the table in section 2.1 of this document. The designated safeguarding leaders (DSLs) and their Deputies/CPOs are most likely to have a complete safeguarding picture and are the most appropriate person to advise on the response to safeguarding concerns.

Wherever the word 'staff' is used in this policy, it should be taken to include all staff, governors, ancillary supply and self-employed staff, contractors and volunteers working with children.

The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults working or visiting the school, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.1 Key documents which provide the background to this policy

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- Keeping Children Safe in Education September 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf
- Working Together to Safeguard Children July 2018 (updated December 2020)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Local Authority Safeguarding Guidelines
<https://bflscb.org.uk/links-and-publications/>
- DfE advice on Sexual Violence and Sexual Harassment between children in schools and colleges (updated July 2021)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Criminal Exploitation of children and young adults: County Lines
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf
- Child Sexual Exploitation: Definition and Guide for Practitioners
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- Sharing Nudes and Semi-Nudes: How to respond to an incident
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>
- Mental Health and Behaviour in Schools Guidance
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Prevent Duty Revised April 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- Child abuse concerns
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

1.2 DATA PROTECTION AND GDPR

KCSIE 2021 clearly states the following: DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

2 CONTACTS

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2.1 Within School:

CONTACT TELEPHONE NUMBER for DSL and DDSLs in the Senior School and Sixth Form:
01344 882770/ 07825203860

CONTACT TELEPHONE NUMBER for DSL and DDSLs in the Infant and Junior School:
01344 898531/ 07789944392

DESIGNATED SAFEGUARDING LEAD (DSL) LVS ASCOT I/C SENIOR SCHOOL AND SIXTH FORM

NAME: Laura Collins (Assistant Head: Head of Compliance)

Email: laura.collins@lvs.ascot.sch.uk

Phone: 01344 822770/ 07825 203860

Out of hours contact number: 07825 203860

DEPUTY DESIGNATED SAFEGUARDING LEADS IN SENIOR SCHOOL

NAME: James Curtis-Nye (Assistant Head – Head of Well-Being)

Email: james.curtis-nye@lvs.ascot.sch.uk

Out of hours contact number: 07825 203860

NAME: Bradley Hunt (Assistant Head)

Email: bradley.hunt@lvs.ascot.sch.uk

Out of hours contact number: 07585 808394

NAME: Jenny Westwood (Head of Sixth Form)

Email: jenny.westwood@lvs.ascot.sch.uk

CHILD PROTECTION OFFICER FOR SENIOR SCHOOL

NAME: Rebecca Wilde

Email: rebecca.wilde@lvs.ascot.sch.uk

Out of hours contact number: 07799 774550

DESIGNATED SAFEGUARDING LEAD RESPONSIBILITY FOR INFANT AND JUNIOR SCHOOL AND EYFS

NAME: Rachael Cox (Head of Infant and Junior School)

Email: rachael.cox@lvs.ascot.sch.uk

Out of hours contact number: 07789 944392

DEPUTY DESIGNATED SAFEGUARDING LEAD FOR INFANT AND JUNIOR SCHOOL AND EYFS

NAME: Kate MacKrell (Deputy Head of Infant and Junior Sschool)

Email: kate.mackrell@lvs.ascotsch.uk

DEPUTY DESIGNATED SAFEGUARDING LEAD FOR INFANT AND JUNIOR SCHOOL AND EYFS

NAME: Frances Izod (Head of KS2)

Email: frances.izod@lvs.ascot.sch.uk

Out of hours contact number: 07799 774550

2.2 Governing Body Contact

NOMINATED GOVERNOR FOR CHILD PROTECTION AND CHAIR OF GOVERNORS

NAME: Anita Adams: Telephone: 01344 884440

c/o Licensed Trade Charity, Heatherley, London Road, Ascot, Berkshire, SL5 8DR

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2.3 Local Authority Contacts

LOCAL AUTHORITY SERVICES: Bracknell Forest

If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Bracknell Forest Multi-agency Safeguarding Hub (MASH) directly or via the DSL team:

01344 352005 or email MASH@bracknell-forest.gov.uk

Emergency Duty Team (17.00-09:00 Mon-Fri; 24 hrs weekends/bank holidays) 01344 786543

Thames Valley Police Emergency – 999; Thames Valley Police Non-Emergency - 101

Alternatively you can call ChildLine for advice on 0800 1111 or email on www.childline.org.uk

(Local Authority) Designated Officer for allegations against staff:

01344 351572 email LADO@bracknell-forest.gcsx.gov.uk

The local authority website <https://bflscb.org.uk> provides guidance *inter alia* on:

Child sexual abuse; Child Criminal Exploitation and Child Sexual Exploitation; Missing children; Children with disabilities; County Lines; Domestic abuse; Early help; Female Genitalia Mutilation (FGM) and Honour based abuse (HBA); Mental health; Neglect; Substance and alcohol misuse.

- 2.4 If there is a **risk of immediate harm to a child**, staff should act immediately.
- 2.5 If because of illness and/or quarantine e.g. for COVID-related reasons, the entire designated team is unavailable when pupils are onsite, any safeguarding matter or incident should be referred either to the most senior member of staff onsite and that person will liaise directly with the local authority or police as appropriate or to the local authority or police directly.
- 2.6 **Anyone may make a referral to children's services or the police.** Depending on the situation, they should call the LSCB number above or call 999 straight away and/or contact the DSL who may call other relevant agencies, such as children's services. Where appropriate, the DSL will inform parents of this contact/referral: staff should never do this themselves.
- 2.7 At least one member of the DSL team should always be available to discuss safeguarding concerns. If the team is absent from school for any reason, contact details of alternative support will be given to all staff via email.
- 2.8 **Staff should not assume that another colleague or professional will take action.**
- 2.9 **Whistleblowing:** staff may use the school's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- 2.10 Other contacts

PREVENT DUTY

The Department for Education has a counter-extremism helpline which you can call for advice on 020 7340 7264 or email: counter.extremism@education.gov.uk. If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

NSPCC HELPLINE

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If you're worried about a child, or you work with children and need advice or information, call our helpline on 0808 800 5000

We are here Monday to Friday from 8am to 10pm and from 9am to 6pm at the weekends.

Website: <https://www.nspcc.org.uk/what-you-can-do/get-advice-and-support/>

There is also the NSPCC whistleblowing helpline 0800 028 0285

INSPECTORATES

Anyone may contact Ofsted or the Independent Schools Inspectorate (ISI) should they believe the school is not acting in a suitable manner with regard to safeguarding:

Ofsted: 0300 123 466 or email CIE@ofsted.gov.uk

ISI: 0207 600 0100 or email concerns@isi.net

- SAFEGUARDING AIMS
- 3.1 To support the child's development in ways that will foster security, confidence and independence.
- 3.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children, promote children's welfare, and of their responsibilities in identifying and reporting possible cases of abuse; specifically: to ensure that staff know: how to identify the signs of abuse and neglect: how to pass on and record concerns about a pupil; that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL team; that they have a responsibility to provide a safe environment in which children can learn.
- 3.4 To provide a systematic means of monitoring children known or thought to be at risk of harm or in need of early intervention and support, and ensure that the School contributes to assessments of need and support plans for those children.
- 3.5 To emphasise the need for good levels of communication between all members of staff on pastoral and on safeguarding matters.
- 3.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 3.7 To develop and promote effective working relationships with other agencies, especially the Police and other appropriate external children's services.
- 3.8 To ensure that all staff working within the school who have substantial access to children have been checked prior to their starting dates as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, and a central record is kept for audit.
- 3.9 To ensure that all pupils are provided with the guidance they need to keep themselves safe including when online.

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- 3.10 To ensure that the safeguarding policy is up-to-date, incorporating the most recent DfE and local authority guidance, and is suitable for its purposes: the policy will be reviewed at least annually by the leadership of the school and following scrutiny by the governing body and any changes required the policy will be published to staff and to parents.
- 3.11 To recognise the importance of the role of the DSL team and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, students' online safety, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 3.12 To maintain confidentiality with regard to safeguarding matters: the Principal and DSL team will disclose any information about a child to other members of staff on a need to know basis only.

4 GUIDING PRINCIPLES OF SAFEGUARDING FOR STAFF

- 4.1 Every employee of the school and volunteers at the school are under a general moral and professional duty to:
- Ensure that the best interests and welfare of the child are paramount.
 - Seek to understand the child's point of view and wherever possible take it into account.
 - Ensure that staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
 - Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
 - Be aware of the school's child protection procedures and to follow them.
 - Know how to access and implement the procedures, independently, if necessary.
 - Keep a sufficient record of any significant complaint, conversation or event.
 - Report any matters of concern to a DSL.
- 4.2 Recognise that any child may benefit from early help and interventions, but all school staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; or is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- 4.3 We aim to ensure that children receive the right help, at the right time to address risk and prevent issues escalating.

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- 4.4 Staff will undertake appropriate formal safeguarding and child protection training which is regularly updated in accordance with KCSIE and local authority guidance. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins, EduCare modules and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming, cyber-bullying and social media, peer-on-peer abuse, radicalisation, CCE and CSE, and dealing with harmful behaviours such as drug taking, alcohol abuse, and youth-produced sexual imagery and sharing of nude and semi nude images. .
- 4.5 The school will always consider sharing our intention to refer a child to local children's services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation: if in doubt, the school will consult with the local children's services and/or the police on this point.

5 TRAINING

- 5.1 Designated safeguarding leads and their deputies (DSLs/DDSL's):
- All DSLs will receive suitable training updated at least every two years in accordance with local authority guidelines and will include guidance with regard to inter-agency practice.
 - DSLs will also maintain effective liaison with local children's and inter-agency services to ensure that their understanding of safeguarding practice is up-to-date and sufficiently detailed.
 - DSLs will have an in-depth understanding of DfE guidance including the most recent editions of KCSIE in its entirety and Working Together.
 - At least one member of the DSL team will be responsible for ensuring that the school takes appropriate measures to deal with its Prevent duties in accordance with the most recent anti-extremist guidance.
 - At least one member of the DSL team will be responsible for ensuring that the school takes appropriate measure to deal with looked after children in accordance with the most recent guidance from the local children's services.
 - The DSL team will be responsible for ensuring that suitable safeguarding training is provided for all members of the school community, updated at least annually. This training will include guidance on early help and interventions.
 - The DSL team will be responsible for ensuring that suitable records are maintained for safeguarding training both formal and informal for the DSL team, staff, governors, and others within the school community.
 - At least one member of the DSL team will be responsible for online safety in the school and as such they should receive suitable training to allow them to discharge their responsibilities effectively.
 - At least one member of the DSL team will be responsible for ensuring that the senior leadership and the governing body receive suitable safeguarding training, updated at least annually.
 - The DSL team will ensure that at least one person trained in safer recruitment is a member of each appointments panel for new members of staff.
- 5.2 Induction
- All members of staff will receive either prior to their starting dates or as soon as possible thereafter suitable safeguarding training which will include:
- Meeting with at least one member of the DSL team.

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- Knowing the identities of the DSL team
- Reading and having a working understanding of at least Part 1 and Annex A of the latest edition of KCSIE.
- The training requirement at induction and for all staff with direct responsibilities for children/pupils to read Annex B of KCSIE.
- Receiving suitable online training as directed by the DSL team.
- Reading the school's safeguarding policy and having a working understanding of how to manage safeguarding situations including disclosures, peer-on-peer abuse, child-on-child sexual violence, sexual harassment, CCE (Child Criminal Exploitation), CSE (Child Sexual Exploitation and allegations against staff.
- Understanding the school's approach to online safety and undertaking specific training as directed to Online Safety.
- Reading and understanding the school's policies and procedures for pupil behaviour, missing child, registration and anti-bullying with particular regard to safeguarding matters.
- Reading the school's whistleblowing policy, low level concerns policy and having a working understanding of how it may be used with regard to safeguarding.
- Reading and understanding the staff behaviour (code of conduct) with particular regard to safeguarding matters, including guidance on staff/pupil relationships and the use by staff of mobile technology in school and of social media.
- Reading and understanding the school's guidance on the acceptable use of IT.

5.3 Staff

- All members of staff will receive an update on safeguarding at least annually, with this including any changes to KCSIE and local authority guidance as well as reinforcement of key points from previous training.
- All members of staff will receive regular safeguarding updates through staff meetings, all-staff emails, and other appropriate mechanisms.
- All members of staff will be reminded at least annually of their obligations set down within the school's safeguarding policy, guidance on the acceptable use of IT, and the staff behaviour code of conduct.
- The school recognises that the role of boarding staff is physically, emotionally and mentally difficult and appropriate training support will be provided for all such staff.
- All members of staff will receive guidance on early help and interventions and will support the pastoral and DSL teams in this area.
- Undertaking specific training relating to Safeguarding practices as directed by the DSL or Senior Leadership team.

5.4 Contractors and Visitors

- The DSL team will take a risk-assessed view as to the safeguarding guidance provided for contractors, community users of the school facilities and for visitors to the school and as to how this is managed in practice.

5.5 HR personnel

- The DSL team will ensure that HR staff are suitably trained to ensure that pre-appointment and other safeguarding checks are carried out and that records are maintained effectively.
- HR staff will be trained in procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS and consider a referral to the Teachers Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or otherwise left the school.

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- The HR team will receive sufficient training to ensure effective liaison with the senior leadership prior to the starting dates of new staff.

5.6 Governors

- The DSL team will ensure that the designated member of the governing body for safeguarding receives suitable and regularly updated training for their role.
- The DSL team will ensure that all members of the governing body receive suitable safeguarding training at least annually to include all relevant parts of KCSIE and other guidance from the DfE and local authority.
- The DSL team will ensure that the governing body review the safeguarding policy and its implementation at least annually.
- Governors must be sufficiently well-trained to allow them to make a considered judgement that the leadership and management of the school have sufficient skills, training and experience to fulfil their safeguarding responsibilities effectively.
- The member of the Governing Body nominated to liaise with the school and local authority on child protection issues should be sufficiently well trained to be able to monitor and challenge the DSL team effectively and to act appropriately in the event of an allegation of abuse made against the Principal.

5.7 Pupils

- The DSL team will ensure that all day and boarding pupils receive suitable age-related guidance with regard to safeguarding matters including the action to take should they receive a disclosure or be concerned about another pupil.
- The DSL team will ensure that all pupils will receive suitable age-related guidance on safeguarding matters including what to do if they feel unsafe.
- The DSL team will ensure that pupils receive suitable age-related guidance with regard to staying safe online and to the safe use of social media.
- Pupils with responsibilities including within boarding houses have a particular responsibility to be vigilant and to report their concerns: all such pupils will receive appropriate safeguarding training.

5.8 Parents

- The DSL team will ensure that parents are provided with suitable guidance regarding the school's approach to safeguarding.
- The DSL team will provide from time to time suitable presentations for parents on safeguarding matters such as online safety.

6 RESPONSIBILITIES

6.1 Governors

- The governors as a corporate body have ultimate responsibility for safeguarding within the school.
- The governors shall receive an annual safeguarding audit from the DSL team.
- The governors will review the safeguarding policy and its implementation at least annually.
- The governors will monitor and challenge appropriately the DSL team and the senior leadership of the school to ensure that the safeguarding policy is effectively implemented, using as appropriate: visits to the school; discussions with staff and with pupils; staff, pupil and parental questionnaires and surveys; scrutiny of records relating to safeguarding, bullying and behaviour, and early help and interventions.

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- A designated member of the governing body will be assigned to liaise on all safeguarding matters with the DSL team and the leadership of the school and local children's and other services; at least once each term, this designated member of the governing body will meet with the DSL team as a whole; should there be an allegation against the Principal, the Chair of Governors will immediately contact the designated officer for the local authority.
- A designated member of the governing body will take a particular interest in boarding and in the safeguarding needs of pupils who board and will liaise with the boarding staff to this end.
- A designated member of the governing body will take a particular interest in the Early Years Foundation Setting (EYFS) and in the safeguarding needs of children in the EYFS and will liaise with the EYFS staff to this end.
- The governors will ensure that they receive suitable and regular safeguarding training from the senior leadership, DSL team and external sources.

6.2 Senior Leadership

- The senior leadership will include the designated safeguarding leads for the EYFS, junior and senior parts of the school.
- The senior leadership must monitor and challenge the DSL team in an appropriate manner to ensure that it discharges its duties effectively.
- At least once each term, the Principal will meet with the DSL team as a whole.
- The senior leadership shall receive an annual safeguarding audit from the DSL team.
- The senior leadership shall ensure that all members of the DSL team are effectively trained and that this training is up-to-date.
- The senior leadership should ensure that the DSL team and members of staff generally understand and act appropriately with regard to pupils with particular vulnerabilities and sensitivities and needs including boarders, children in the EYFS, and those with SEND and EAL and those who are looked after or who are being supported by local agencies.

6.3 DSL team

- The DSL team shall have as its leaders two DSLs, one for the EYFS and junior parts of the school and one for the senior and sixth form parts of the school.
- These two leaders will be responsible to the Principal and to the governors for the effective discharge of the safeguarding responsibilities of the DSL team; they will liaise with the Principal and governors as required and at least on a termly basis.
- The DSL team will act immediately when it becomes aware of any disclosure or allegation or a child at risk, liaising directly with local children's services and/or the police as appropriate.
- The DSL team should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children and the NSPCC document "When to call the police"
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- The DSL team is responsible for ensuring that suitable and up-to-date training is provided for themselves, the senior leadership, governors, staff, HR personnel, pupils, parents, contractors and visitors and that suitable confidential records are kept of this training as set down in above.
- The DSL team will provide guidance and support for staff in all areas relating to safeguarding, including information about and the management of: disclosures of abuse; allegations against staff; reports of extremism, instances of peer-on-peer abuse, sexual

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harassment and child sexual violence; examples of bullying which may be regarded as a safeguarding matter, i.e. when they are sufficiently serious as to cause or threaten significant harm; online safety; and children in need of support and early intervention.

- The DSL team will ensure that suitable measures are in place to provide pupils with effective education for safeguarding themselves including when online.
- The DSL team will ensure that suitable measures are in place to filter and monitor the use of the Internet at school and to alert the DSL team to any problematic use.
- The DSL team will liaise with pastoral staff to promote an environment in which pupils feel safe and able to speak to adults about their concerns.
- The DSL team will consider and provide suitable mechanisms through which both pupils and parents may be involved in supporting the school in its approach to safeguarding.
- The school will provide a suitably detailed job description for each member of the DSL team.
- The DSL team will provide continuing support to a pupil about whom there has been concerns and who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

6.4 Staff

- Members of staff should have a suitable understanding of KCSIE and of this safeguarding policy, of the types and signs of abuse, and of the management of disclosures, allegations and other safeguarding concerns.
- Staff should be aware and have an understanding of the Sexual Harassment and Sexual Violence and use the document linked above to access.
- Members of staff must understand that if there is a risk of immediate harm to a child, they should act immediately. Delay is unacceptable.
- Members of staff should follow the guidelines set down for listening to children, avoiding leading questions or avowals of belief in what is being disclosed by the child.
- Members of staff must never promise confidentiality to a pupil when this may compromise their safety or well-being: all staff must be aware that the school has a professional as well as legal responsibility to share information with other agencies in order to safeguard children.
- Although they should understand that the DSL team is there to provide guidance and act on behalf of the child and the school, members of staff should be aware that anyone may make a referral to children's services or the police. However, members of staff should never contact parents themselves: this is a matter for the DSL team or for local agencies.
- Members of staff should not assume that another colleague or professional will take action on a safeguarding matter and should contact the DSL or appropriate external agency.
- Members of staff may use the school's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- Every member of staff should play their part in providing a safe environment for pupils.
- All staff must reassure pupils that they will be taken seriously, supported and kept safe and not to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
- All members of staff should adhere to the staff behaviour code of conduct, with particular regard to safeguarding matters including staff/pupil relationships and the use of social media.

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- Any member of staff leading a trip or visit outside of school should liaise with the person responsible for educational visits and the DSL team to ensure that all appropriate safeguards are in place.

6.5 Boarding staff

- Taking note of all the above responsibilities for members of staff, those with boarding duties should recognise the additional responsibilities arising from boarding education and 24/7 care.
- In particular boarding staff should not put themselves at risk by failing scrupulously to adhere to the guidance provided on staff/pupil relationships.

6.6 Pupils

- Pupils should work with the school to ensure that all may enjoy a safe and productive environment.
- Pupils should have the confidence to report any concerns, either about themselves or others, to a member of staff.
- Pupils should not put themselves at risk online or in the public arena, following the guidance provided through personal, health and social education and through other elements of the educational process in the school.
- Pupils should have an understanding of the pupil personal conduct policy and understanding of how their behaviour can impact others.
- Pupils will be reassured that they will be taken seriously, supported and kept safe and not to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.

6.7 Parents

- Parents must understand that, whilst the school will endeavour to involve them in matters relating to their children, the school may not without proper authority to do so relate the details or even fact of a disclosure to them: this is true case when to do so may undermine the safety or well-being of a child: guidance is sought from local children's services and/or the police on such occasions.
- Parents are expected to support the safeguarding work of the school including with regard to keeping children safe online.

7 TYPES AND SIGNS OF ABUSE

7.1 **Abuse: a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them. Children are 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, and serious youth violence. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

7.2 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 can be multi-faceted for example online and face to face abuse can occur together.

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- 7.3 **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.
- 7.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 7.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Sexual harassment and child-on-child sexual violence are species of sexual abuse and frequently have a gendered nature.
- 7.6 **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.
- 7.7 Further information is provided in Appendix 1 about abuse which may arise in contexts of domestic abuse, child sexual exploitation, child criminal exploitation including county lines, gangs, female genitalia mutilation (FGM), forced marriage, and honour-based abuse (HBA).
- 7.8 Further information about abuse within the context of radicalisation and extremism is provided in Appendix 2.
- 7.9 There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some but certainly not all of the following signs might be indicators of abuse or neglect:

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- children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- children who don't want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, with inappropriate carers or with strangers;
- children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- children who are regularly missing from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality, or who are consistently late being picked up;
- parents who are dismissive and non-responsive to practitioners' concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away; and
- children who shy away from being touched or flinch at sudden movements.

ABUSE AND DISCLOSURES: GUIDANCE TO STAFF

- 7.10 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth-produced sexual imagery) put children in danger.
- 7.11 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL team should be considering the context within which such incidents/behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 7.12 If a pupil discloses to a member of staff some form of abuse (other than an allegation against a member of staff which is dealt with in section 10 of this policy), the member of staff concerned should adhere to the following procedure:
- Listen to all the pupil says sympathetically but without avowing belief in what is said.
 - Make a record of what is said either contemporaneously or as soon as possible afterwards.
 - Do not ask leading questions.
 - Do not promise confidentiality.
 - Do tell the pupil what happens next: who will be told.
 - Notify a member of the DSL team immediately.

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- Keep the pupil in a place of safety. Do not leave them alone.
- If the pupil is in need of medical attention, take them to a school nurse.
- Do not ask the pupil to reveal any part of their body not normally clothed.
- Do not discuss the disclosure with any person other than a member of the DSL team.
- Do not attempt to resolve the matter in part of whole yourself: this is entirely a matter for the DSL team and external agencies.
- Do seek support from the DSL team: receiving a disclosure may be stressful and disturbing.

8 PEER-ON-PEER ABUSE

8.1 **All** staff should be aware that safeguarding issues can manifest themselves via peer-on peer-abuse and that such abuse frequently has a gendered nature. All staff should ensure that they recognise signs of peer on peer abuse and respond to them accordingly.

8.2 Peer-on-peer abuse includes, but may not be limited to:

- bullying (including cyber-bullying) noting that bullying with causes or threaten serious harm is potentially a child protection matter;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sharing of nude or semi-nude images through technology.
- initiation/hazing type violence and rituals which may include harassment, abuse or humiliation in both face to face and online; and
- the intimate and often covert photographing or filming of others without their consent including the criminal offence of “upskirting” (of pupils and/or staff)

N.B. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

8.3 The school will take all reasonable measures to minimise the risk of peer-on-peer abuse, including through PSHE (LV Life Learning) and RSE and specific actions promoted through the school’s pupil behaviour and anti-bullying programmes.

8.4 Members of staff are required to report as soon as possible and certainly within one working day instances or suspected instances of peer-on-peer abuse to the pastoral team and/or DSL team.

8.5 Alleged instances of peer-on-peer abuse will be investigated by either the DSL team or by a member of the school’s pastoral staff. Records of the investigation, including any actions taken as a result of the investigation, will be maintained by the DSL team. Disciplinary action against any pupil will be in accord with the school’s pupil behaviour policy. Appropriate support will be provided for the perpetrator as well as the victim. Clear guidance is set out in the Pupil Conduct policy where peer on peer abuse passes the threshold for safeguarding. The school will ensure that the victim will be taken seriously, supported and kept safe and not made to feel that they are creating a problem for reporting any peer on peer abuse.

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- 8.6 The school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. A record of known and alleged bullying incidents.
- 8.7 All staff are made aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied and victims of child abuse.
- 8.8 The school's anti-bullying policy promotes a climate with zero tolerance to bullying and emphasises the fact that any reliance on a defence by the bully of "banter, just a part of growing up, or just a laugh or a bit of fun" is unacceptable.
- 8.9 The school will provide through the pastoral team appropriate support for both the victims and perpetrators of peer-on-peer abuse.

9 CHILDREN IN NEED OF EARLY SUPPORT AND INTERVENTION

- 9.1 Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.
- 9.2 Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children's services would be needed.
- 9.3 Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.
- 9.4 For early help assessment to be effective:
- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
 - professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- 9.5 If consent is not given for an early help assessment, the DSL team should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority's children's service should be made immediately.
- 9.6 Staff should discuss emerging problems and early help requirements with the DSL team. If early help is appropriate, the DSL team will generally lead on liaising with other agencies and

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setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate.

- 9.7 Any such cases should be kept under constant review and consideration given to a referral to local authority's children's service for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- 9.8 The DSL team is responsible for maintaining effective records of all such cases. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- 9.9 Further information relating to early help and interventions is provided in Appendix 3.

10 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

- 10.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 10.2 The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 10.3 As part of the PSHE (LV4life) curriculum staff will teach young people personal safety skills in an age appropriate manner. Pupils will be taught on how to keep themselves safe, peer pressure and appropriate relationships. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) which will be compulsory from September 2020.
- 10.4 The school has pupils who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such pupils may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 10.5 Where necessary, the school will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.
- 10.6 We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

11 CHILDREN MISSING EDUCATION (CME)

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- 11.1 All children of school age, regardless of their circumstances, are entitled to full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 11.2 As indicated in Keeping Children Safe in Education, 'a child going missing from education is a potential indicator of abuse or neglect'. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect (potentially sexual abuse or child criminal exploitation). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future.
- 11.3 Staff working within the school know and implement the school's Missing Pupils policy, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.
- 11.4 Staff will monitor pupils' attendance through their daily register and will inform senior staff who in turn will be in touch with the local children's services for pupils who are regularly absent from school or have missed 10 school days or more without permission.
- 11.5 The school will notify the local authority when a pupil of school age is to be deleted from the admission register. This notification process will be checked on a monthly basis by the DSL team.
- 11.6 Where reasonably possible, the school will hold more than one emergency contact number for each pupil.
- 12 CHILDREN REQUIRING MENTAL HEALTH SUPPORT
- 12.1 Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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.
- 12.2 Safeguarding includes preventing impairment of children's mental and physical health development. If staff have a mental health concern about a child, they will follow school procedures for reporting it to the safeguarding team.
- 12.3 At LVS Ascot we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and a clear referral system. This work is undertaken primarily by the Health and Well-Being manager alongside the BHM/IHM team, the school counsellor and staff in the Health and Well-Being Centre. In the Infant and Junior School class teachers are primarily responsible for the well-being of their pupils. They should report any mental health concerns to the school well-being lead and the safeguarding team from where appropriate referrals will be made.
- 13 ALLEGATIONS AGAINST STAFF
- 13.1 All school staff (including supply staff and volunteers) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work

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with individual children or parents to be conducted in view of other adults. Particular care should be taken by those teaching on a one-to-one basis, by boarding staff, by those involved in the personal care of children, and by those who may come into physical contact in the course of educational demonstrations with pupils.

- 13.2 All staff and volunteers should have read and understand the school's staff behaviour and conduct policy.
- 13.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and reinforced at regular intervals. Particular note should be taken of the fact that communications between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.
- 13.4.1 Should a member of staff be required to use reasonable physical restraint on any occasion, this must be reported immediately to the Principal or in her absence a member of the DSL team: a written record is maintained of such instances by the DSL.
- 13.5 If a pupil makes an allegation against a member of staff (including volunteers and supply staff) other than the Principal, or information is received which suggests that a member of staff may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Principal without informing the member of staff who is the subject of the allegation.
- 13.6 Any person receiving an allegation must not ask leading questions nor guarantee confidentiality to the person making the allegation and must make a written record of what is said by the person making the allegation either contemporaneously or as soon as possible afterwards. This record must be handed to the person stipulated in 12.6 or 12.7 below. However, any person may make a referral to the local authority and/or police in such cases. The matter should not be discussed with others.
- 13.7 The Principal on all such occasions will discuss the content of the allegation with the local authority Designated Officer (DO) and if a crime is alleged with the police at the earliest opportunity and within one working day of receiving the allegation.
- 13.8 If the allegation made concerns the Principal, then this must be referred to the Chair of Governors who will immediately (and within one working day) will consult the local authority DO and if a crime is alleged with the police without notifying the Principal first. In the absence of the Chair of Governors, the matter should be referred directly to local authority DO again without notifying the Principal first.
- 13.9 The school will follow the local authority guidance for managing allegations against staff and will proceed only when given permission by the local authority and/or police to do so.
- 13.10 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the local authority DO and if appropriate the school's HR Consultant in making this decision.
- 13.11 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors in consultation with the local authority DO and if appropriate the school's HR Consultant in making this decision.

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- 13.12 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the DBS, with consideration being given to referral to the TRA, and included in references where applicable.
- 13.13 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 13.14 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 13.15 The school will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the staff behaviour code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable and those who board.
- 13.16 Personal mobile phones must not be used within the EYFS setting for the protection of both staff and pupils. Any photographs or footage of pupils taken for the purpose of observation and assessment must be done on school owned devices. The EYFS have iPads available for this purpose. Under no circumstances must staff use their personal devices to capture images of children.
- 13.17 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 (or any pupil classified as a vulnerable adult) are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships between a member of staff and any pupil aged 18 and over constitute gross professional misconduct and will result in disciplinary proceedings.
- Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting will be noted, respecting wishes to remain anonymous as far as reasonably possible. Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. Consideration will be given to any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. Further information on Low Level Concerns can be found in the Low Level Concerns Policy.
- 14 THE PREVENT DUTY
- 14.1 The school has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance.

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- 14.2 Members of staff complete an online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the local children's services.
- 14.3 Staff are aware of the increased risk of online radicalisation. Suitable IT filtering/screening and monitoring is in place on the School's computer system.
- 14.4 Visiting speakers will be vetted so that the School can be satisfied that the information provided by speakers will be aligned to the ethos and values of the school and to British values.
- 14.5 Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.
- 14.6 Further details about radicalisation are provided in Appendix 2.

15 RELATED POLICIES

There are a number of school policies, published through the school website, all of which have a direct relationship to safeguarding:

- 15.1 Safer recruitment: this sets out approach taken to required pre-appointment checks and describes how records are maintained. Checks for staff in paid employment will normally include: identity, relevant qualifications, DBS and barred list, right to work in the UK, references, medical, detailed employment history. Additional checks are in place for those who have worked overseas and for those working in the EYFS or with children under the age of 8.
- 15.2 Anti-bullying: this sets out the school's approach to bullying in all its forms, and notes that bullying which causes or threatens serious harm to a pupils is potentially a child protection matter. Aspects of bullying are noted under peer-on-peer abuse above.
- 15.3 Pupil personal conduct: this sets out the school expectations for high levels of pupil conduct and describes how the school seeks to achieve these.
- 15.4 Staff behaviour and code of conduct: this provides guidance to staff on how they should conduct themselves in their relationships with pupils and advice on the use of social media.
- 15.5 Acceptable use of IT: this sets out a code of conduct for users of the school's IT systems, which are filtered and monitored centrally.
- 15.6 The EYFS policy: this sets out the requirements for the EYFS in relation to mobile technology and photography in the EYFS, and includes instructions for both staff and visitors.
- 15.7 Whistleblowing: this provides guidance for anyone wishing to draw the attention of the senior leadership, the Principal or the governors any problematic feature of safeguarding either in general or with regard to an individual case.
- 15.8 Health and safety and educational trips and visits: these provide guidance to staff on maintaining a safe environment within the school and when taking pupils on external trips and visits.

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- 15.9 Special Educational Needs and Disability Policy: this provides guidance for supporting children with special educational needs and disability and promoting the welfare of these pupils.
- 15.10 Low Level Concerns Policy; this provides further guidance for reporting low level concerns against members of staff.
- 16 MULTI AGENCY SAFEGUARDING ARRANGEMENTS
- 16.1 Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- 16.2 New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- 16.3 LVS Ascot works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Appendix 1A: Types of abuse: specific safeguarding issues and signs and indicators of abuse

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 and therefore be multi faceted. KCSIE 2021 also provides a comprehensive list of specific safeguarding issues.

Specific Safeguarding Issues:

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

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

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

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

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic abuse: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Children who witness **domestic abuse** may amongst other indicators:

- become aggressive;
- display anti-social behaviour;
- demonstrate overnight incontinence (bed-wetting);
- suffer from depression or anxiety; and not do as well at school due to difficulties at home or disruption of moving to and from refuges.

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

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

Both CSE and CCE are forms of abuse and both 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.

Child Sexual Exploitation (CSE)

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
 - misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

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Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance ([link above](#)).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on peer abuse (child on child)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the DSL or a member of our safeguarding team.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh",

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“part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is important to emphasise that reports of peer on peer abuse will be taken seriously and those pupils reporting it will be supported and kept safe and not made to feel that they are creating a problem for reporting abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); (further information can be found on the government document which has the link above)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff will recognise that it is more likely that girls will be victims and boys perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously. Guidance will be given to staff on: managing reports of child-on-child abuse and of reports of abuse, exploitation and neglect; the local early help process; the referral process to children’s social care.

All staff should ensure that peer on peer abuse where suspected is reported immediately to the Assistant Head Well Being and/or the DSL so appropriate action can be taken. Further information can be found earlier on in this policy and the Pupil Conduct policy.

Cybercrime

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

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Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Appendix 1B: Fabricated and Induced Illness, FGM, Forced Marriage, HBA

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness the school will work closely with other agencies to ensure information is shared appropriately.

Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care/the MASH.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of external female genitalia or other injury of the female genital organs. It is illegal in the UK and constitutes a form of child abuse with long-lasting harmful consequences. FGM is internationally recognised as a violation of human rights of girls and women, and it is essential that staff are aware of certain practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There is a specific legal duty on teachers to report any incident of FGM (whether planned or actual) to the police and children's services immediately. By law, teachers who fail to report such cases will face disciplinary sanctions.

Types of procedure include:

- Clitoridectomy - partial/total removal of clitoris
- Excision - partial/total removal of clitoris and labia minora
- Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

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Other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Beliefs underpinning FGM include:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Cosmetically desirable
- Makes childbirth easier

Circumstances and occurrences that may indicate that FGM may take place:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria and Eritrea, as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from their social group Reluctance to take part in physical activity
- Repeated urinary tract infections
- Disclosure

THE 'ONE CHANCE' RULE action must be taken without delay: inform the police and make a referral through the DSL team or direct to local authority children's services.

- If staff have a concern regarding a girl that might be at risk of FGM, they should treat the situation as a safeguarding concern and follow the School's safeguarding procedures, discussing the issue with the DSL and liaising with police and children's social care immediately.
- It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

Forced Marriage: a forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or

religious leaders. It may involve physical abuse, sexual abuse or emotional abuse. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights.

Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage should be responded to as a child protection concern and referred without delay to the local authority children's services and social care.

Prevention: the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Honour-based abuse (HBA) may include but is not restricted to FGM and forced marriage. Children may become entangled in inter-family or other disputes which may involve some form of punitive violent action against a member of the child's family or the child themselves. There have been cases of acid attacks and arson as well as murder. Staff should be vigilant and report any suspicions to the DSL team without delay.

Appendix 1 C: Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Appendix 1D:

Appendix 2: Indicators of vulnerability to radicalisation

Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

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Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison? • Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage • Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Appendix 3: Early help and intervention

KCSIE states that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;

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- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day

Referrals to Children's Social Care/Services for statutory assessments

Referrals to Children's Social Care/Services for statutory assessments are made under the Children Act 1989.

Section 17 Child in Need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Section 47 Child suffering or likely to suffer significant harm: Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based abuse and extra-familial threats like radicalisation and sexual exploitation.

There may be a need for Children's Social Care/services and/or the police to provide immediate protection whilst an assessment or enquiries are carried out.

Appendix 4: Other Concerns

Looked-After Children (LAC)

A 'Looked-After' Child is one who is subject to a care order (either an interim or a full care order), or who is voluntarily accommodated by the local authority. The most common reason for children to be looked after by the Local Authority is as a result of abuse and/or neglect.

Appropriate pastoral staff should have all the relevant information required about:

- The child's looked after legal status (i.e. they are looked after under voluntary arrangements with the parents' consent, or are under an interim or full care order)
- The levels of authority delegated to the carer by the local authority
- Details of the child's social worker
- The name of the Virtual School Head in the authority that looks after the child (a Virtual School Head is an officer employed by the local authority to promote the educational achievement of the child)

Any Looked-After Children in the school are supported by a designated teacher, whose aim is to promote and support their educational progress.

A previously Looked-After Child remains potentially vulnerable, and, where relevant, all staff will be supported to develop the skills, knowledge and understanding to keep him/her safe. In such a case the DSL and pastoral team would work closely with all agencies. The school recognises the need for prompt action to be taken when necessary to safeguard any LAC children, given their particular vulnerabilities.

Homelessness

There are many situations which are potentially harmful or concerns which may cause harm to children, and any evidence of any of these should be presented to the DSL team without delay.

Being or being at risk of becoming homeless present a real risk to a child's welfare. The DSLs are aware of the contact details and referral routes in the Local Housing authority so that they can raise concerns quickly where needed, together with a referral to Children's Social Care if a child is at risk of harm.

Indicators that a family may be at risk of homelessness may include a family being asked to leave a property or other such as:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour

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TERMINOLOGY

The following terminology is used in this policy:

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

Child/Pupil refers to all young people including those who have reached their 18th birthday.

Child in Need: Defined under the Children Act 1989 as 'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.' Children in Need may require multi-agency support, e.g. CAMHS, TAF, TAC (such as pupils with eating disorders or depression).

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Children at Risk: Those children who suffer from an acute problem or may be at significant risk of immediate harm. They require an immediate referral to Children's Services and Social Care, the local authority's Designated Officer (DO) support or the Police.

Contextual Safeguarding: Considering the context within which certain incidents and/or behaviours occur. Assessments of children should consider such factors, and the information provided by schools to agency decisions can prove very useful.

Early Help: KCSIE defines this as action that 'provides support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years'. If Early Help is appropriate, the DSL will liaise with other agencies to support the child, and will keep the situation under constant review.

Parent: Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Peer-on-Peer Abuse refers to a range of types of abuse perpetrated by a child on another child, including cyberbullying, physical assault (e.g. hitting, kicking, shaking, biting, hair pulling), verbal bullying, sexual assaults, gender-based violence, sexting (also known as 'youth-produced sexual imagery'), upskirting, and initiation and ritualistic types of violence (also known as 'hazing').

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Sexual Assault: intentional sexual touching without consent.

Sexual Consent: Having the freedom and capacity to choose. In the context of sexual activity it means that a person may agree to one kind of action but not another. Consent can be withdrawn at any time during sexual activity and each time the sexual activity occurs.

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The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

Sexual Harassment: Unwanted conduct of a sexual nature, which can occur online, and in real life. Sexual harassment violates the victim's dignity, makes them feel intimidated, degraded and humiliated, and can create a hostile, offensive and sexualised environment.

Sexual Violence includes acts such as rape, assault by penetration and sexual assault.

Significant Harm is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm, but consideration should be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another
- The duration and frequency of abuse or neglect
- The extent of premeditation

Staff refers to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity.