

## Child Protection Policy

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## 1. Purpose

This document sets out the expectations for all Hamwic Education Trust (HET) Schools in establishing effective child protection procedures, explains how the Trust Managed Service team will monitor the compliance and effectiveness of safeguarding procedures in each setting and identifies trust staff roles and responsibilities to protect children when in schools. HET recognise the importance of schools following the locally agreed arrangements as set by the three Safeguarding Partners within the LA.

## 2. Scope

This policy applies to all staff in the Hamwic Education Trust (together the “Trust”). For the purposes of this policy the term “staff” means:

- All members of staff, including teaching and support staff
- Volunteers, including governors / Directors
- Casual workers
- Temporary and supply staff, either from agencies or engaged directly
- Student placements, including those undertaking initial teacher training, and apprentices

References to ‘staff’ or ‘employees’ throughout the policy refer to all of the above groups.

References to the School Leader includes those positions senior in the individual academies such as Executive Head Teacher, Head Teacher and Head of School.

It is important that staff are aware of and understand related policies including:

- Code of Conduct
- Staff Handbook

All policies can be found on the Trust intranet (<https://intranet.hamwic.org/>). It is the responsibility of all staff to read and familiarise themselves with these.

## 3. Further Information

If staff have any doubt regarding the policy, please contact the DCEO Education at HET. The DCEO Education is the DSL for the Managed ServiceTeam.

All policies referred to in this Code of Conduct can be found on the Trust intranet. Academy specific policies can be obtained from each school office.

## 4. Introduction and rationale

Hamwic Education Trust recognise that protecting children and promoting their welfare is the duty of all adults working in schools and in the Trust office. We recognise that protecting children is paramount to our endeavours as written in law (1989 Education Act). With this in mind it is vital that each adult who comes into contact with children knows:

- **The signs to look** for that might suggest a child is being harmed
- **How to report** concerns and how this may be escalated?
- **The duty upon them** to report all concerns they have, including suspected female genital mutilation and children who may be drawn into extremism.

Safeguarding and promoting the welfare of children can be defined as (KCSIE 2019):

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

We are aware that harm may take many forms, such as:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online and prejudice based
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example 'sexting', accessing pornography and upskirting
- Teenage relationship abuse
- Substance misuse
- Serious violence
- Issues that may be specific to a local area or population, for example gang activity, youth violence and county lines activity
- Domestic violence
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children
- Child on child sexual violence and sexual harassment

We recognise that no single adult, school or agency can have a full picture of a child's needs and circumstances, thus Hamwic Education Trust are committed to working in partnership with the appropriate local authorities to ensure we consider the child's best interests at all times. This means that:

- School policies and procedures may vary slightly depending on the guidance from the Local Authority Three Safeguarding Partners
- Designated Safeguarding Leads will keep up-to-date via local Safeguarding Partners
- Schools will actively work in partnership with safeguarding agencies such as Social Care, Education Welfare, Police, Health – particularly the School Nursing Service, Virtual Headteacher
- Schools will ensure they are represented at child protection meetings, core group meetings, early help strategy meetings and CLA review meetings and will submit reports as requested by the local authority.

- Where appropriate, Local Authority School Improvement Services will be offered safeguarding review reports from the Hamwic Education Team so they can carry out their statutory role in monitoring safeguarding in schools.

**This document sets out the expectations for all Hamwic Schools in establishing effective child protection procedures, explains how the Managed Service team will monitor the compliance and effectiveness of safeguarding procedures in each setting and identifies trust staff roles and responsibilities to protect children when in schools.**

The expectations in this policy are drawn from the key legislation below:

- Keeping Children Safe in Education 2019 (KCSIE 2019) (a specific guide for schools and colleges giving information about safeguarding and setting out duties for school)
- Working together to Safeguard Children 2018 (which documents the role of each agency from early help and assessment procedures right through to the LSCB role and serious case reviews)
- Education Act 1989 and 2004 section 10 (which sets out the duty for agencies to cooperate and to support social care carry out their function when a child is at risk)
- Children and Families Act 2014 (which sets out the duty to take special care to help children with SEND overcome barriers to keep them safe)
- Prevent duty guidance for England and Wales 2015: a guide to prevent children from being drawn into extremism.
- What to do if you're worried a child is being abused: Advice for practitioners, 2015

This policy will be reviewed annually following the release of updated KCSIE guidance.

## **5. Expectations of schools**

With regard to protecting children from harm, each school must have a:

- Child Protection policy (advice checklist attached to this policy)
- Staff conduct/behaviour policy
- Whistleblowing policy
- Complaints policy
- Safer recruitment policy
- Acceptable use of the internet policy
- Behaviour and anti-bullying policy (as a combined or separate document)
- Equalities policy
- Medical policy (to include Education Healthcare Plans)
- Appropriate Health and Safety Policies

### **5.1 Child protection policy**

The school child protection policy must address the following areas:

<b>Specific area</b>	<b>Guidance notes</b>
The key legislation used to inform the policy	It is expected that documents outlined in part one of this Hamwic document will be used as a minimum, but that the Three Safeguarding Partners documentation might also be cited
Definition of safeguarding	Linked with KCSIE 2019 and Working together to safeguard children – also written in this policy

An explanation of the duties of staff	To report all concerns, be aware of signs of abuse, be vigilant toward behaviour that might lead to extremism, report suspected FGM to police. To record accurately and factually as soon as possible after a concern is raised or action taken.
Identification of the types of abuse	It is likely that the school will wish to add definitions of abuse as an Appendix. 'What to do if you are worried a child is being abused: advice for practitioners' 2018 and KCSIE 2019 part 1 and annex A are a useful reference point for this as is the NSPCC website. This section must also identify for staff the <b>very real</b> possibility of peer-to-peer abuse, including child on child sexual violence and sexual harrassment. This will also include the more recently identified specific types of abuse such as county lines, domentic violence, CSE.
The general and specific types of abuse to look for	This information should be taken from KCSIE and should be supported by DLS learning from training provided by pervious LSCB and now Safeguarding Partners.
The name and contact of the Designated Safeguarding Lead (DSL) and any deputy DSL and the named safeguarding governor	Please remember that a DSL or their deputy should be available at all times during school time.
A procedure for what to do if a child shares concerning information or identifies they are being abused	This should include precise information that supports staff to remember to listen and not probe. It will remind staff they must not promise confidentiality. It is likely to be based on a model such as TED (tell, explain describe), the 5W (what, where, who, when, which – but never why) or a procedure as advocated by the Three Safeguarding Partners.
A strategy for dealing with Child on Child Sexual Violence and Sexual Harrassment	The trust would advise you add the guidance in Appendix B of this policy, which is based directly on KCSIE part 5.
A statement regarding how information will be shared in line with data protection legislation.	The trust would advise you add the guidance in Appendix C of this policy, which is based directly on KCSIE part 1 and 2, and the Hamwic GPDR policy.
A whistleblowing procedure for concerns about the conduct of other staff members	Whilst this is likely to be a separate policy it is important that it is referred to within the child protection policy. The importance of reporting concerns should be highlighted and this is further opportunity to remind how to report and to whom. You might also include the NSPCC whistle blowing helpline for staff ( <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> or 0800 028 0285). It is also very important that this section explains the role of the LADO and when they would be contacted
How allegations made against staff will be managed.	Guidance can be found in the Safeguarding section of the Hamwic MOPP. Schools should give assurance in the child protection policy that such allegations will be investigated appropriately and that the LADO will be consulted as part of this investigation which will be carried out in line with section 4 KCSIE 2019. Records of allegations against staff must be retained for 25 years.
A procedure or flow diagram that shows how to report information shared by a child	This should show the process from recording the initial conversation to possible outcomes involving other agencies. It should link to the flow diagram in KCSIE part 1. It is important that staff undertand how the information they have shared may be progressed.
Induction for new staff	As a minimum all new staff should have read KCSIE part 1, the school CP policy and have met with the Designated Safeguarding Lead to discuss

	reporting and recording procedures prior to taking up post or on the first day of appointment. They should also be clear about their duty regarding FGM, the process for whistleblowing and have carried out basic online Prevent training.
Training for staff and volunteers	You should state how often it will take place. Who will lead the training. How updates will be delivered throughout the year. How leaders will record who has received training. How leaders will evaluate the effectiveness of the training. The level of training and information that will be given to visitors and volunteers, including supply staff. KCSIE makes it clear that staff should have update training at least annually and that this should be supported by addition information updates throughout the year as new information arises.
Information about the Prevent duty	The policy should outline the duty placed upon staff, the training they will receive and the importance that will be placed on teaching the British Values to prevent children from being drawn into extremism. It should also outline the process for reporting concerns linked to the channel programme in the local authority.
Information about the duty to report FGM	The duty placed upon staff. The signs to look for (or a reference to the appendix in KCSIE). Any training that may take place for staff. Any links to initiative such as Rights Respecting Schools or the Sex and Relationship curriculum to make children aware or the rights they have with regard to their body.
Commitment to protect all children equally and to aim to eradicate all discrimination and barriers for children	This should be linked to the protected characteristics in the Equalities Act 2010. It should particularly address racial and homophobic language in schools. This section should also refer specifically to the needs of SEND children, recognising the additional barriers that they may face if being harmed and how the school will tackle these. (NSPCC provides some useful examples in addition to the information from safeguarding partners)
How children will be taught to keep safe and about their right to be safe	This section may include links to the SRE policy and anti-bullying policy. This will particularly be the case as the new 2020 SRE regulations come into force. It must include how children will be taught to share information and identify an adult they can trust. It must identify how keeping safe is taught as part of lessons and of an assembly programme. It must also include how children will be taught to avoid harming themselves. This may include, for example, age appropriate issues such as safe road crossing, keeping safe in the home, drug awareness and gang pressures. It is likely that you will reference how safeguarding fits into the school's curriculum intent.
How children will be taught to keep safe online	This section is likely to highlight some of the filters and systems that will be put in place to prevent children accessing inappropriate content in school. However, it is much more important that it sets out clearly how children will be taught about online dangers and the strategies they will be given to keep themselves safe. It is also vital that this section considers how children will be taught that if you do something wrong it's better to tell before it gets any worse.
Behaviour expectations and response to bullying	This may be a brief overview as the school will have a separate policy for behaviour and ant-bullying.
Attendance and Children Missing from education	You will require a clear definition of CMFE and a clear process of how information is gathered, reported, by whom and to whom. The school must make it very clear how they will ensure that they will pursue any child who leaves the setting without arriving at a new school or for an unexplained period of absence. The school may wish to explain how it will monitor attendance of vulnerable children as a proactive response.

The commitment to early help and the procedure for this	Refer to the Local Authority procedures for early help as outlined on the safeguarding partners website (this is a key requirement for local authorities to publish). You may also wish to refer to how you will engage with families of vulnerable children in this section if you have not placed this information elsewhere. It is important to say what some of the early help strategies used by the school are.
Children who are looked after	You must state the named designated officer, the process of PEPs and annual reviews, the work and partnership with families, social care and the Virtual Headteacher
School commitment to safer recruitment	Template adverts are available in the recruitment section of the Hamwic MOPP. This includes an overview statement stating which checks will be carried out and how (in line with safeguarding, safer recruitment and pre-employment checks). This section should also state the training that will be undertaken by leaders, which leaders will carry out safer recruitment training and how frequently they will update this. In Hamwic, we expect the safer recruitment training will be updated every five years. This can be through online training such as that provided by the NSPCC.
Service children	If you have service children in school, you must consider how you would pass on information about children at risk of harm should the family be posted overseas. It should reference any attached safeguarding/ school liaison officer attached to the school by the military.
Visits and hazardous pursuits	This may be a separate policy. However, if not, the school should make clear how children are kept safe on visits and who the EVC is. It should also be clear how risks are mitigated and how children are taught to identify and manage risks. This section should also make clear how any volunteers will be used, particularly if a school chooses to use a volunteer without a DBS check.

## 5.2 Training for Staff

All staff in schools are required to read Part One of KCSIE 2019 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/836144/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping_children_safe_in_education_part_1_2019.pdf). They must sign to say they have read this and be given opportunities to ask questions about any aspects they are unsure about.

All staff must have an appropriate level of Prevent Awareness training. For those staff who have less frequent contact with children the Home Office online training will provide a minimum amount of information. All other staff should be trained by the lead trainer in school who has completed the police awareness course. It is good practice to refresh staff skills/knowledge regarding Prevent Awareness training annually.

All staff must receive annual child protection training. As a minimum this must include:

- Types and signs of abuse
- Signs of a child being drawn towards extremism
- How to listen to a child who shares information
- How to report and record concerns and information shared by a child
- How to report an adult behaving in a way which causes concern
- An emphasis placed on 'things like this do happen here – nowhere is exempt' and 'no nigger or worry is too small to report'
- Reminder of role of DSL and who this is



- A review of KSCIE and a review of updates
- A review of online safety strategies in school
- An opportunity to re-read the school CP policy, staff code of conduct and whistle blowing policy

The school must ensure any updates or new information given by the three safeguarding partners or Hamwic Education Trust is disseminated to staff. This can be in the form of an email, memo or face-to-face.

### ***5.3 Roles related to child protection***

**Designated Safeguarding Lead (DSL)** - Each school must appoint a named DSL. They may also have a deputy DSL who must be trained to the same level as the DSL. The role of the DSL is that described in KSCIE 2019 Annex B. Head teachers and governors should ensure that the DSL is clear about the requirements of their role. The DSL must be level 3 trained and carry out refresher training every two years. It is expected that the DSL will carry out their training through the safeguarding partners recommended provider. Should an unexpected change of DSL take place, training should be secured from any credible agency such as NSPCC if there is no LA training available.

**Safeguarding governor** - Each school must appoint a governor to oversee safeguarding. It is expected that the governor will have a more thorough knowledge of KSCIE, particularly with regard to parts 2 and 3. The governor's role is to ensure that the policy is effective. The governor may wish to use aspects of the Education team monitoring form to guide their own monitoring and evaluation. The governor must not ask questions about individual children or ask to see children's files. They may ask to see an unnamed chronology front page, for example.

**Single Central Record (SCR) manager** - The school should identify a named person responsible for the management of the single central record. Where support is required, Hamwic HR will work alongside the SCR manager to ensure all checks are completed and recorded.

**Medical** - It is expected that the school will have a named person responsible for medicines and EHC plans. This does not need to be a first aider, though this would be an appropriate link. This person should also check first aid and paediatric first aid certificates, if this is not being carried out alongside the SCR and training record.

**Special Educational Needs (SEN) and Children Looked After (CLA)** - Schools must have a SENCo who is responsible for SEN and a Designated Lead responsible for children who are looked after.

**EVC** - School should appoint an education visits coordinator (EVC). This person should not be the Headteacher to ensure the correct levels of accountability and sign off for trips and visits. All schools should check hazardous and residential visits through the Local Authority vetting and checking systems for trips and residential stays (e.g., EVOLVE).

**Health and Safety** – The Headteacher is responsible for the health and safety in school, with the support of the Hamwic Central Health & Safety team.

### ***5.4 Recording and sharing child protection information***

Schools will keep all child protection written concerns, referrals, notes or reports securely locked. Access will be restricted to the HT and DSL (along with any deputy DSLs). Information recorded electronically will be secure, with appropriate access given to each level of user. Cloud based systems used must have servers based in the UK.

Each child's record will be fronted with a cover page that records a brief chronology of dates, events and actions taken.

All adults will be reminded that no concern is too small to record and refer to the DSL.

Information will be shared within school only if it is considered in the best interest of the child. All staff must be clear that any information shared is sensitive and confidential. Adults should not raise any knowledge they have regarding risks or harm with the child unless they are the DSL/Deputy DSL.

Schools will share information with other agencies where this will benefit the child and will use the local multi-agency referral team and related paperwork. Schools will make every attempt to attend multi-agency meetings and will supply reports as requested by core group leaders. (See appendix D)

Records will be retained according to the HET Record Retention schedule and in accordance with LA guidance on sharing and retaining CP records, files and information.

We recognise that 'Keeping Children Safe in Education 2019' states that original records must be transferred to any new school at the time the child transfers. We also recognise the need to retain copies of records should the school need to become involved in an ongoing or re-emerging case in the future. With this in mind, archived records will be kept for six years from the date a child leaves a school. The above section 1.1, copied from the Retention Guidelines for Schools, means the child's records will be retained at the establishment where the child reaches the age at which they leave education until their 26<sup>th</sup> birthday.

## **6. Monitoring of the compliance and effectiveness of procedures**

### **6.1 Local Governing Bodies**

Local governing bodies are expected to satisfy themselves that the child protection policy is compliant and that all staff are aware of how to report concerns.

LGBs must appoint a safeguarding governor who can meet with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care.

Governors have a duty to appoint a DSL and as such should ensure they engage with regular update training, that their qualification is valid and that all staff are receiving the appropriate and regular training.

Governors may wish to test a range of staff's understanding of procedures and occasionally talk to children to establish how they are taught to keep themselves safe inside, outside and online.

Section 2 of Keeping Children Safe in Education gives a clear overview of the responsibilities of governors with regard to safeguarding.

Governors may wish to refer to the HET Safeguarding Audit form (Appendix A) as a template to support their own monitoring questions and activity.

### **6.2 Education Team**

The Education team will monitor the full range of child protection arrangements including an overview of paperwork required, such as the single central record, child protection files and training logs. They will also ensure that the policy for child protection is online and compliant.

The Education team will review safeguarding arrangements as a separate visit or as part of the school's standards full review bi-annually.

The areas for monitoring and template for capturing evidence can be found as annex A.

The Local Authority will be offered the Education team's report to support their own monitoring.

### **6.3 Human Resources Team**

Through internal audit in each school:

The HR team will monitor recruitment procedures and training against Keeping Children Safe in Education 2019 part 3, using a 'spot check' system,

The HR team will monitor the recording of all vetting checks and personal information required on the Single Central Register, using a 'spot check' system,

Files will be spot checked to ensure references are appropriate and photographic evidence has been collected.

The HR team will ensure that Business Managers are sufficiently knowledgeable in identifying regulated and non-regulated activity by providing up to date guidance documents. In addition, yearly briefing sessions will be arranged.

### **6.4 Health and Safety Team**

The Health and Safety team will monitor the cleanliness, organisation and condition of the premises along with all risk assessments and relevant school Health & Safety policies.

Fire risk management and evacuation procedures will be scrutinised.

They will ensure all statutory compliance checks are carried out via the auditor system and monitored.

An annual workplace inspection and internal audit process will ensure that schools have clear processes in place to keep children safe in the building and ensure schools comply with the law.

The Health and Safety Team will monitor accidents and investigate & report on them where necessary. They will support schools with individual health care plans (medical plans not educational plans)

The above will take place across the year, with a work place inspection and a follow up visit, health & safety audit and two further review visits.

All violent incidents and physical restraints are reviewed by the Head of Estates and shared with the member of the Education team linked to the related school and risk assessments are reviewed accordingly.

### **6.5 Information Technology Team**

The IT team will routinely check Trust networks to ensure that appropriate filters are in place and that technology is being used acceptably at the Trust and in schools.

The IT team will ensure that all schools have an Acceptable Use policy in place.

## **6.6 Finance Team**

The finance team routinely monitor regulatory, to ensure there is no misappropriation of funds, through their monthly budget checks.

## **7. Guidance and expectations for HET Managed Service Team staff**

All MS staff will:

- Be recruited following safer recruitment procedure set out in KCSIE 2019
- Have a DBS check before beginning work in a school
- Will declare any possible disqualification
- Read and sign as understood Keeping Children Safe In Education Part 1 (2019)
- Senior leaders, the HR team and the Education team will be familiar with the full KCSIE 2019 document
- Carry out annual Prevent training online

All of the MS staff will receive an annual child protection update training which will cover:

- Types of abuse
- Signs of abuse
- What to do if a child shares a concern during a visit
- What to do if there are concerns about the conduct of a member of staff seen during a visit
- How to identify children and young people being drawn into extremism

When in schools Trust staff must:

- Wear the trust badge at all times and a visitors' badge if requested to do so
- Sign in and out as a visitor (unless arrangements have been made by the school for you to sign in as a staff member)
- Avoid, where possible, working alone in a room where there are only one or two children

If a trust member of staff observes anything of concern about a child:

1. Inform the school Designated Safeguarding Lead or the School Leader of your concern
2. Write down the information factually. Sign and date your record and add the time of day.
3. Put the information into a sealed envelope and sign and date across the seal. (This is particularly important if you are not able to hand your notes to the appropriate person directly.)
4. Check with the school if there is anything further you are required to do.
5. Inform the DCEO, Education that you have reported a concern.

If a child shares information with you directly:

- Listen to the child, do not prompt them
- Thank them for telling you and explain you need to talk to an adult at the school who can help them.
- Take the child to a trusted adult, senior leader or the school office.
- Follow the reporting steps 1-5 above

If you are concerned about an adult's behaviour:

- Inform the School Leader (or CEO [robert.farmer@hamwic.org](mailto:robert.farmer@hamwic.org) if your concern is about the School Leader)

- Write down your concerns and mark as 'Confidential for School Leader' or 'Confidential for CEO' (if about the School Leader). The School Leader or CEO will then advise you about the further action you will need to take.

If you are concerned about the behaviour of a member of staff in the Trust you should refer to the Whistleblowing policy. Your key contacts for reporting will be the CEO or Deputy CEO.

CEO - Robert Farmer, [robert.farmer@hamwic.org](mailto:robert.farmer@hamwic.org)

Deputy CEO, Education – Louise Adams, [louise.adams@hamwic.org](mailto:louise.adams@hamwic.org)

Deputy CEO, Business - Gemma Carr, [gemma.carr@hamwic.org](mailto:gemma.carr@hamwic.org)

If your concern is regarding the CEO or a Deputy CEO you should contact the Chair of the HET Board.

Chair - Dave Ellis, [dave.ellis@hamwic.org](mailto:dave.ellis@hamwic.org)

If you are not comfortable discussing your concerns with the contacts listed above, you are able to tell your concerns to the NSPCC Whistleblowing helpline:

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Tel: 0800 028 0285

**Appendix A**

Hamwic Safeguarding Audit	
<b>School:</b>	<b>Date:</b>
<b>Name of Headteacher:</b>	
<b>Standards officer:</b>	<b>Local Authority in attendance</b> YES                      NO
Area for scrutiny	Notes
Policy in place that includes all the required elements of the Trust Child Protection Policy, Section 2.	
Child protection, whistleblowing and staff conduct policy easily accessible in school and online.	
Leaders are clear about recruitment procedures and key staff are 'safer recruitment' trained.	
Leaders are clear about the key messages in KCSIE. They also demonstrate they have a considered response to each more recently highlighted specific safeguarding aspect, particularly <ul style="list-style-type: none"> <li>• Domestic violence</li> <li>• Contextual safeguarding</li> <li>• County lines</li> <li>• Child on child abuse</li> <li>• Online issues, inc upskirting</li> <li>• Children involved in crime (serious violence)</li> </ul>	
Clear process for children who go missing from education or who are at risk of doing so, including an understanding of what CMiE might indicate, such as county lines, trafficking, CSE	
Induction process in place for staff who join at the beginning or mid-year.	
Leaders have a clear strategy for training staff and ensuring updates are regularly shared. DSL training in date	
Leaders/DSL clear about when a LADO should be contacted.	
Leaders take particular note of attendance and exclusion information of the most vulnerable	

children. There are clear processes in place to improve these areas	
Leaders can demonstrate how they work in partnership with other agencies, particularly in relation to early help, CIN and CP plans.	
Leaders identify how the curriculum supports children to learn about keeping safe and managing risk, including online. This is considered as part of the school's whole curriculum overview.	
Any reasonable force policy is well understood by leaders and staff who may need to use this policy.  (Check out use of seclusion and isolation.)	
Education visits procedures are in place and there is evidence of appropriate risk assessment and staffing ratios.	
There is a clear protocol for volunteers who help in school or on visits.	
SCR populated with required headings – see KCSIE or Ofsted Inspecting Safeguarding guidance.	
Staff files show correct identification information and references.	
Training log in place and up to date, including in date DSL certificates.	
Child protection records secured and brief chronology kept for each child's file. Any online system records all incidents, actions and correspondence chronologically	
Behaviour, racism, bullying, and child on child sexual violence/harrassment logs are kept up to date and analysed.	
Medical procedures are in place, including safe storage, records and systems for informing parents, evidence all staff know children's medical conditions.	
The building is safe, calm and easy to exit.	

There are appropriate systems for checking visitors and hosting visitors.	
Clear reporting procedure in place that all staff/departments understand, including the name of the DSL.	
Staff clear about types of abuse and signs of abuse.	
Staff clear about whistleblowing policies and know to whom they would report.	
Staff know the duties placed upon them with regard to FGM and Prevent and are aware of what potential indicators might be.	
Children are taught about how to keep safe in a variety of situations and how to manage situations where they may not be safe.	
Children know about online risks and how to keep safe.	
Children can identify a safe adult and clearly talk about how they are kept safe.	
Children are clear about behaviour expectations, anti-bullying, racism and derogatory language.	
British values are clearly embedded into the children's learning – respect and tolerance is evident.	
Health and safety including fire procedures are evident and well understood by children.	
Children know what to do if they are hurt/unwell	
Governors understand their statutory duties including policy writing, reporting, recruitment, training and whistleblowing procedures.	



## **Appendix B**

### **Hamwic Education Trust Guidance/CP policy Annex for Child on Child Sexual Violence and Sexual Harassment section taken from Government Guidance – Sexual Violence and Sexual Harassment Between Children in Schools and Colleges May 2018**

#### **CONTEXT**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school and staff are supported and protected as appropriate.

#### **COMMITMENT**

At ....School, we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

We recognise that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. We will ensure that:

- we do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- we remember there is the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- we are clear there may be communication barriers and difficulties overcoming these barriers.

All staff will be required to read Part 5 and Annex A of KCSIE 2019 to ensure they are clear about the types of sexual violence and harassment, including rape, assault by penetration and sexual assault.

## PREVENTION

As a school we will ensure we use all opportunities to prepare children for life in modern Britain. We will promote respect, tolerance and individual liberty through PHSE, Sex and Relationship lessons, science and our assemblies programme. This learning will be underpinned by our behaviour policy. Children will be taught age appropriate content which will include aspects such as

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment and so-called 'banter'.

Children will be made aware of the processes to raise their concerns or make a report and how any report will be handled. This will include processes when they have a concern about a friend or peer. Assemblies will be used to help children reflect and identify trusted/safe adults in school. PSHE and assemblies will also be used to champion the importance of speaking up on the behalf of yourself or others.

## RESPONDING TO REPORTS OF SEXUAL VIOLENCE OR HARRASSMENT

We recognise that the school's response to a report will need to be on a case by case basis. We will ensure we are guided by KCSIE 2019 and the government document 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' May 2018 in shaping our response. We recognise that social services and the police will be key partners in supporting the school with reports that are made. We will ensure that we regularly attend Local Authority update training so we are clear about the local response to reports of sexual violence or harassment.

- We will always respond to a child reporting in a way that ensures they know they are being taken seriously. We will be careful in our response to be attentive, kind and measured to ensure a victim does not feel ashamed for reporting.
- If a child makes a report on behalf of another child to a member of staff, (e.g., a friend), or a member of staff overhears a concerning conversation or observes concerning behaviours, they will take this extremely seriously and refer the matter to the DSL in the same way they would for all child protection concerns.
- We recognise that some reporting may be about online or out of school incidents. The school safeguarding principles remain the same.
- Anyone receiving a report will respond to the child in line with the Child Protection Policy, remembering not to ask leading questions, to listen carefully, not to promise confidentiality and to record the conversation factually as soon as possible remembering this record could form evidence as part of a criminal investigation. In our school we follow the process of....**TED, 7rs.**
- A victim will always be told what will happen following the report. This will not be speculative. We will aim to share the next steps we are sure of, e.g., which adult you will share the report with and when

they might speak to the child, whether the child will be returning immediately to the classroom. It is vital that the child is reassured that their reporting is in safe hands.

- As with any child protection matter, we will ensure a report from a child will only be shared further with those staff who are necessary to progress it. It is highly likely this will be the DSL or Headteacher.
- Where the report includes an online element, we will refer to the government guidance 'Searching Screening and Confiscation Advice (for schools)' and 'UKCCIS Sexting Advice (for schools and colleges)'. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. If such an image is viewed this must be recorded as part of the report. We will also inform the LADO of this.
- We know there will be times when a child asks us not to tell anyone else. The staff member who has received the report must share information with the DSL if it is the first step to protect a child from harm. The DSL must then balance the child's wishes with protecting the child from harm and explain carefully to the child why they are sharing information, (if this is indeed the case).
- The designated safeguarding lead (or a deputy) should consider the following:
  - parents or carers should normally be informed (unless this would put the victim at greater risk);
  - the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care; and
  - rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.
- As a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved, and considering the potential impact of rumour on social media, working with parents, social services and police to mitigate any such risk.

## **ACTIONS FOLLOWING A REPORT**

Following a report, we will immediately undertake a risk and needs assessment to consider:

- The protection and support for the victim
- The alleged perpetrator
- All other children in school and any necessary actions that need to be taken to protect them

Further advice on the nature of the support that could be given can be found in Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, May 2018.

Risk assessments will be written down and kept updated. The DSL will liaise with Social Care to seek any specialist help in formulating a risk assessment.

We will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- is the alleged incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children or school staff?

If the report is regarding rape, the alleged perpetrator will be removed from any classes they share with the victim while the facts are being explored and liaison with Social Care and Police begins. This is in no way a judgement of guilt on the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school, should be considered immediately. We will contact the MASH team immediately for advice and make a record of the telephone call.

### **AVAILABLE OPTIONS**

Following guidance as set out in ‘Sexual Violence and Sexual Harassment Between Children in Schools’ May 2018, we recognise there are likely to be four options available following the initial risk assessment. We will consider each case in its own right and will work closely with other agencies to ensure we choose the option we feel will best help us to keep children safe from harm.

In all reports of sexual violence or sexual harassment it will be necessary to consider who, when and how the alleged perpetrator will be informed of the allegations. Advice will be sought from MASH. However, in carefully making these decisions, it will not stop the school taking immediate action to safeguard children where required. We recognise that it is likely parents will need to be present when sharing such information, however, the school will make this decision, based on the facts of the case. Parents will always be informed of allegations of sexual violence or harassment made against their child.

#### **OPTION 1 – Managed internally**

- Any internal decision will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will never be tolerated. Where appropriate (for example in one-off incidents of harassment) the school will seek to deal with the allegation through the anti-bullying and behaviour policies. A full record will be kept of the incident.

#### **OPTION 2 – Early help**

- It may be considered that a situation does not require statutory intervention but may benefit from early help to promote welfare and change potential behaviours that may become harmful. We will take a multi-agency approach in these situations, ensuring we work closely with Social Care, health and family agencies. Any early help decision will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will never be tolerated. A full record will be kept of the incident.

#### **OPTION 3 – reporting to Social Care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to local children’s social care.

- At the referral to children's social care stage, we will generally inform parents or carers, unless there are compelling reasons not to. Any such decision should be made with the support of children's social care.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker.
- A school should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any children directly involved in the reported incident and all children will be immediate.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### OPTION 4 – Reporting to the police

Any Report to the police will be in parallel with a referral to children's social care (as above).

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. Any such decision will be informed by Social Care and Police
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
- If we have questions about the investigation, we will ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions). The DSL will keep close contact with police to ensure we continue to protect the victim, alleged perpetrator and any other children from harm.

We will follow guidance from Police, Social Care and the document in 'Sexual Violence and Sexual Harassment Between Children in Schools' May 2018 during and at the end of any criminal investigation. Records will be updated in accordance with the outcome of any investigation.

As a school we will continue to offer support to the victim and alleged perpetrator during any investigation and after an investigation has concluded, as appropriate using guidance from 'Keeping Children Safe in Education' 2019, part 5 and in 'Sexual Violence and Sexual Harassment Between Children in Schools' May 2018.

## **Appendix C**

### **Information Sharing**

Under GDPR, all personal information kept in school must be treated sensitively, in a lawful, fair and transparent manner, should only be kept for as long as is absolutely necessary, should be accurate, and should be stored in a confidential, secure manner. Section 4 of the Hamwic Data Protection Policy states-

*All staff are responsible for ensuring that:*

- ☒ Any personal data that they hold is kept securely;*
- ☒ Personal information is not disclosed orally, in writing, via web pages or by any other means, accidentally or otherwise, to any unauthorised third party;*
- ☒ Information or data about pupils is only shared with other staff as necessary and only by secure methods (such as the secure email provider).*

However, with regard to safeguarding children from harm, we recognise the key messages given in Keeping Children Safe in Education 2018. We know that information sharing is vital in identifying and tackling all forms of abuse and neglect and recognise that GDPR does not prevent us from recording and sharing information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children (KCSIE 2019, pt76 and 78). We recognise that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

When children leave school safeguarding and serious behaviours data will be transferred to the new school, along with other information we are obliged to pass on to comply with the DFE, and information necessary to protect the vital interests of an individual.

All information shared with a child's new school will be sent securely and a receipt will be required which will be kept in both the sending and receiving school. Safeguarding records are retained for a child until their 25<sup>th</sup> birthday.